



**CHILD CARE AND DEVELOPMENT FUND PLAN
FOR
ALABAMA**

FFY 2008-2009

This Plan describes the CCDF program to be conducted by the State for the period 10/1/07 – 9/30/09. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including changing the options selected or described herein.

The official text of the applicable laws and regulations govern, and the Lead Agency acknowledges its responsibility to adhere to them regardless of the fact that, for purposes of simplicity and clarity, the specific provisions printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text.

Public reporting burden for this collection of information is estimated to average 165 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

(Form ACF 118 Approved OMB Number: 0970-0114 expires 06/30/2009)

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AMENDMENTS LOG
Child Care and Development Services Plan for
For the period: 10/1/07 – 9/30/09

SECTION AMENDED	EFFECTIVE/ PROPOSED EFFECTIVE DATE	DATE SUBMITTED TO ACF	DATE APPROVED BY ACF

Instructions:

- 1) Lead Agency completes the first 3 columns and sends a photocopy of this Log (showing the latest amendment sent to ACF) and the amended section(s) to the ACF Regional contact. A copy of the Log, showing the latest amendment pending in ACF, is retained in the Lead Agency's Plan.
- 2) ACF completes column 4 and returns a photocopy of the Log to the grantee.
- 3) The Lead Agency replaces this page in the Plan with the copy of the Log received from ACF showing the approval date.

Note: This process depends on repeated subsequent use of the same Log page over the life of the Plan. At any time the Log should reflect all amendments, both approved and pending in ACF. The Lead Agency is advised to retain those "old" plan pages that are superseded by amendments in a separate appendix to its Plan.

PART 1
ADMINISTRATION

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1 Lead Agency Information (as designated by State chief executive officer)

Name of Lead Agency: **Alabama Department of Human Resources**

Address of Lead Agency: **50 Ripley Street**

P. O. Box 304000

Montgomery, AL 36130

Name and Title of the Lead Agency's Chief Executive Officer:

Page B. Walley, Ph.D., Commissioner

Phone Number: **(334) 242-1160**

Fax Number: **(334) 242-0198**

E-Mail Address: **page.walley@dhr.alabama.gov**

Web Address for Lead Agency (if any): **www.dhr.alabama.gov**

1.2 State Child Care (CCDF) Contact Information (day-to-day contact)

Name of the State Child Care Contact (CCDF): **Debbie Thomas**

Title of State Child Care Contact: **Division Director**

Address: : **50 Ripley Street**

P. O. Box 304000

Montgomery, AL 36130

Phone Number: **334-242-1425**

Fax Number: **334-353-1491**

E-Mail Address: **debbie.thomas@dhr.alabama.gov**

Phone Number for child care subsidy program information (for the public) (if any):

866-528-1694

Web Address for child care subsidy program information (for the public) (if any):

www.dhr.alabama.gov

1.3 Estimated Funding

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period: October 1, 2007 through September 30, 2008. (§98.13(a))

CCDF: **\$81,160,141**

Federal TANF Transfer to CCDF: **\$21,058,275**

Direct Federal TANF Spending on Child Care: **\$0**

State CCDF Maintenance of Effort Funds: **\$6,896,417**

State Matching Funds: **\$11,942,641**

Total Funds Available: **\$121,057,474**

1.4 Estimated Administration Cost

The Lead Agency estimates that the following amount (and percentage) of Federal CCDF and State Matching Funds will be used to administer the program (not to exceed 5 percent): **\$5,708,053 (5%)**. (658E(c) (3), §§98.13(a), 98.52)

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1.5 Administration of the Program

Does the Lead Agency directly administer and implement all services, programs and activities funded under the CCDF Act, including those described in Part 5.1 – Activities & Services to Improve the Quality and Availability of Child Care, Quality Earmarks and Set-Aside?

☐ Yes.

☒ No. If no, use the table below to **identify** the name and type of agency that delivers services and activities. (If the Lead Agency performs the task, mark “n/a” in the box under “Agency.” If more than one agency performs the task, identify all agencies in the box under “Agency,” and **indicate** in the box to the right whether each is a non-government entity.)

Service/Activity	Agency	Non-Government Entity (see Guidance for definition)
Determines individual eligibility:	See Attachment 1.5 for detail listing of agencies	
a) TANF families	Child Care Management Agencies (CMA) 1. <i>CMA of North Central Alabama</i> 2. <i>Talladega Clay Randolph Child Care Corporation (TCR)</i> 3. <i>Family Guidance Center of AL</i> 4. <i>Child Care Resource Center</i> 5. <i>University of Alabama, Child Development Resources</i> 6. <i>Childcare Resource Network</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Non-TANF families	CMAs	(see above list)
Assists parents in locating care	CMAs	(see above list)
Makes the provider payment	AL Department of Human Resources (Lead Agency)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Quality activities	Quality Enhancement Agencies (QEA) 1. <i>Talladega Clay Randolph Child Care Corporation (TCR)</i> 2. <i>Family Guidance Center of AL</i> 3. <i>Child Care Resource Center</i> 4. <i>University of Alabama, Child Development Resources</i> 5. <i>Childcare Resource Network</i> 6. <i>Childcare Education Resources</i> 7. <i>Alabama Dept of Public Health</i> 8. <i>Auburn University</i> 9. <i>United Cerebral Palsy of Huntsville and Tennessee Valley</i> 10. <i>Alabama Public Television</i> 11. <i>Alabama Dept of Postsecondary Education</i> 12. <i>Northwest Shoals Community College</i> 13. <i>Alabama Dept of Education</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other:		<input type="checkbox"/> Yes <input type="checkbox"/> No

If the Lead Agency uses outside agencies to deliver services and activities, **describe** how the Lead Agency maintains overall control.

Alabama administers eligibility services of the subsidy program contractually through regional Child Care Management Agencies (CMAs). There are six (6) agencies operating in nine (9) regions. These agencies determine eligibility, provide resource and referral, administer the Department's certificate program, authorize care and provide the required data for reporting purposes. The activities to improve quality are administered contractually by five (5) of the six (6) CMAs and thirteen (13) Quality Enhancement Agencies (QEAs) using the quality earmarks and set-asides. The CMAs and QEAs are monitored by the Department to determine contract compliance as well as compliance with applicable federal and state laws and regulations and departmental policies and procedures. Agencies that administer services for the Department are selected through a competitive Request for Proposal process. The current CMA contracts were issued for a three-year time frame with an option for renewal or extension of the contract. The current QEA contracts were issued for a two-year time frame. Although contracts are for multiple years the agencies must submit a new budget for review and approval each year of the contract. If a contract is extended or renewed, the contracting agency must submit a new budget for review and approval.

State level staff provides training and technical assistance to contractors on all issues including budget and policy. A policy specialist provides clarifications as needed and conducts training on policy issues. QEA agencies submit quarterly reports of activities that are compared with the services to be performed as outlined in the contract.

1.6 Use of Private Donated Funds

Will the Lead Agency use private funds to meet a part of the matching requirement of the CCDF pursuant to §98.53(e)(2)?

- ☐ Yes. If yes, are those funds:
- ☐ Donated directly to the State?
 - ☐ Donated to a separate entity or entities designated to receive private donated funds?

How many entities are designated to receive private donated fund? _____

Provide information below for each entity:

Name:

Address:

Contact:

Type:

- ☒ No.

1.7 Use of State Pre-Kindergarten (Pre-K) Expenditures for CCDF-Eligible Children

- 1.7.1 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF maintenance of effort (MOE) requirement?

☒ Yes, and:

() The State assures that its level of effort in full day/full year child care services has not been reduced, pursuant to §98.53(h)(1).

(10 %) Estimated percentage of the MOE requirement that will be met with pre-K expenditures.(Not to exceed 20%.)

If the State uses Pre-K expenditures to meet more than 10% of the MOE requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☐ No.

- 1.7.2 During this plan period, will State expenditures for Pre-K programs be used to meet any of the CCDF Matching Fund requirement? (§98.53(h))

☒ Yes, and

(10%) Estimated percentage of the Matching Fund requirement that will be met with pre-K expenditures. (Not to exceed 30%.)

If the State uses Pre-K expenditures to meet more than 10% of the Matching Fund requirement, the following **describes** how the State will coordinate its Pre-K and child care services to expand the availability of child care (§98.53(h)(4)):

☐ No.

- 1.7.3 If the State answered yes to 1.7.1 or 1.7.2, the following **describes** State efforts to ensure that pre-K programs meet the needs of working parents: (§98.53(h)(2))
Alabama's Department of Children's Affairs Pre-K initiative operates 59 sites in 52 counties within the state. The initiative, which serves 4 year olds, uses a variety of strategies aimed at serving families and children, including collaborating with other entities to provide services in schools, family child care homes, parenting centers and child care centers, thus more effectively meeting the needs of working families within these communities. The Alabama State Department of Education provides special education services in pre-school programs for eligible three- and four-year old children with

special needs in some of Alabama's school districts. These services are housed in public school facilities, which increases the availability for working parents, thus more effectively meeting the needs of working families within these communities. Local Education Agencies (LEA) receive direct funding to provide Pre-K services in schools associated with the LEA.

1.8 Improper Payments

1.8.1 How does the Lead Agency define improper payments?

Improper payments result from an intentional or unintentional violation of subsidy policy by the provider or parent or misapplication of subsidy policy by the agency. Improper payments are classified as Fraud or Non-Fraud. Improper payments are classified as Fraud when there is suspected willful misrepresentation of fact by the parent or provider in order to gain, or have the effect of gaining payments or services for which the parent or provider would not otherwise be eligible. Non-Fraud improper payments include administrative errors on the part of agency staff or unintentional errors on the part of the parent or provider.

1.8.2 Has your State implemented strategies to prevent, measure, identify, reduce and/or collect improper payments? (§98.60(i), §98.65, §98.67)

☒ Yes, and these strategies are:

Improper payment prevention has been addressed through written policy defining eligibility conditions, categories and procedures for reporting and monitoring changes for clients. Written policy has also been developed regarding provider registration, rates, and billing procedures. Program monitoring by Department staff is conducted on a random sample of records from each CMA agency to ensure proper application of these policies. During the monitoring visits, case records and provider records are randomly selected and reviewed for compliance with subsidy policy and procedures. Cases are reviewed for correct application of policy as well as correct knowledge of child care computer system data entry.

CMA supervisory staff conduct a monthly review of a sample of records completed by caseworkers to ensure correct application of policy and the identification of changes in the parent's situation that might affect the payment amount, i.e. family size, income, or change in the child care setting. CMA staff also monitor provider attendance sheets. When irregularities are noted, the CMAs are authorized to conduct on-site monitoring visits with the provider to view more detailed attendance and financial records maintained by the provider.

Once an improper payment is identified, administrative procedures regarding collections include recoupment (providers only), repayment agreements, sanction and referral for prosecution.

- ☐ No. If no, are there plans underway to determine and implement such strategies?
- ☐ Yes, and these planned strategies are:
- ☐ No.

PART 2
DEVELOPING THE CHILD CARE PROGRAM

2.1 Consultation and Coordination

- 2.1.1 Lead Agencies are required to *consult* with appropriate agencies and *coordinate* with other Federal, State, local, tribal (if applicable) and private agencies providing child care and early childhood development services (§98.12, §98.14(a),(b), §98.16(d)). **Indicate** the entities with which the Lead Agency has consulted or coordinated (as defined below), by checking the appropriate box(es) in the following table.

Consultation involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments (noted by the asterisk in the chart below).

Coordination involves the coordination of child care and early childhood development service delivery, including efforts to coordinate across multiple entities, both public and private (for instance, in connection with a State Early Childhood Comprehensive System (SECCS) grant or infant-toddler initiative). At a minimum, Lead Agencies must coordinate with (1) other Federal, State, local, Tribal (if applicable), and/or private agencies responsible for providing child care and early childhood development services, (2) public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health), (3) employment services / workforce development, (4) public education, (5) Temporary Assistance for Needy Families (TANF), and (6) any Indian Tribes in the State receiving CCDF funds (noted by the asterisks in the chart below).

	Consultation in Development of the Plan	Coordination with Service Delivery
Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Public health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
Employment services / workforce development	<input type="checkbox"/>	<input checked="" type="checkbox"/> *
Public education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> *

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	Consultation in Development of the Plan	Coordination with Service Delivery
Indian Tribes/Tribal Organizations, when such entities exist within the boundaries of the State	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Representatives of local government	<input checked="" type="checkbox"/> *	<input type="checkbox"/>
State/Tribal agency (agencies) responsible for:		
State pre-kindergarten programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Head Start programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Programs that promote inclusion for children with special needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emergency preparedness	<input type="checkbox"/>	<input type="checkbox"/>
Other (See guidance):	<input type="checkbox"/>	<input type="checkbox"/>

* *Required.*

For each box checked above, (a) identify the agency providing the service and (b) describe the consultation and coordination efforts. Descriptions must be provided for any consultation or coordination required by statute or regulation.

Other Federal, State, local, Tribal (if applicable), and private agencies providing child care and early childhood development services:

The Department formed the Child Care Advisory Committee to advise the Department on issues related to child care including the Subsidy Program, licensing issues and quality enhancement issues. This Advisory committee is made of representatives from State agencies, advocacy agencies, faith-based agencies, community non-profit agencies, and early care and education agencies (Pre-K, Head Start). The Early Learning Guidelines Advisory Committee and Professional Development Team committees include representatives of various stakeholder groups in the early care and education community: Head Start, Alabama Department of Education, Office of School Readiness/Pre-K, Poarch Band of Creek Indians, 2-Year Colleges, 4-Year Colleges, Center Directors, Family Child Care Providers, Faith-based Child Care Providers, School-age Child Care Providers, Statewide Professional Organizations, DHR County Directors Association, Alabama Department of Postsecondary Education, Alabama Commission on Higher Education, and Alabama Department of Rehabilitation Services/Early Intervention.

Public health:

The Department of Public Health is the lead agency for the Early Childhood Comprehensive Systems (ECCS) Grant. The Department staff, CMA and Quality Enhancement Agency staff participated in the development of the

plan. The plan allows State and local entities to identify gaps in current services and resources for young children and their families and to coordinate existing efforts among available resources and services. The grant first brought the group together in 2004 and the group continues to work together to implement goals identified in the grant. The group identified *The Blueprint for Zero to Five (School Readiness)* as the public awareness campaign to involve local government and community-based agencies in the goals of ECCS grant. *The Blueprint for Zero to Five* is a tool for state and local planning and coordination using an indicator-based approach to ensure better child outcomes.

The Department funds the Healthy Child Care Alabama initiative using quality funds in collaboration with the Alabama Department of Public Health. The program service is available in all but six Alabama counties. The expected results are to decrease the incidence of injury, illness and death that occur in the child care environment; improve the integration of health concepts in child care settings through direct consultation with child care providers; and identify and make referral of infants and toddlers, ages birth to three years who are potentially eligible for Alabama's Early Intervention System.

TANF/ Employment services/workforce development:

The Department is also the lead agency for the TANF program. The Department's TANF program (referred to as Family Assistance) and the Department's work and training program (referred to as the JOBS program) are closely coordinated with workforce development programs and other employment and training programs administered through the Department of Labor, the Employment Service, and the Alabama Department of Economic and Community Affairs. The ongoing close coordination between the Family Assistance program, JOBS program and the CCDF program has resulted in a more effective, efficient and seamless delivery of services to parents.

Public education:

The Department coordinates with the Alabama Department of Education to provide quality extended-day services for school age children through grants awarded to Local Education Agencies. Funds target rural areas and low-performing school sites. The Department's coordination also includes serving on the Advisory Panel for the 21st Century Community Learning Centers. The panel reviews applications and sets criteria for agencies applying for funding. The goal of this program and agency coordination is to integrate strategies that enhance the quality of care in extended-day child care setting.

Indian Tribes/Tribal Organizations:

The Tribal Organization in Alabama is the Poarch Band of Creek Indians. Representatives for the Poarch Creek Indians are actively participating in

the Child Care Services Advisory Committee, the Early Learning Guidelines Advisory Committee and the Professional Development Team. The Department coordinated with the Poarch Band of Creek Indians in developing criteria in the Market Rate Survey that meets the needs of each agency while implementing only one survey within the provider community. The Department coordinated with the Poarch Creek Indians to ensure Department sponsored training was targeted to providers serving the tribal community.

Representatives of Local Government: Comments on the state plan are encouraged from local government agencies. The Department has coordinated with local government agencies to identify local spending on child care that could be used as state match. In addition, the Department has worked with the Department of Children's Affairs in their efforts with local Children's Policy Councils. Staff of the CMA organizations and Quality Enhancement Agencies, as well as Department staff, participate in these local community councils and have provided resources as needed.

State Pre-K programs:

The Department coordinates with the Department of Children's Affairs, (DCA) which is charged with coordinating all services for children from birth to age 19. This coordination has resulted in enhanced delivery of child care services, including quality services. Housed within DCA is the Office of School Readiness. This agency provides funding to 59 pre-k sites across the state thereby increasing the availability of quality child care programs for families. The Department coordinated with the Office of School Readiness, other state agencies, community non-profit agencies and business, to plan and sponsor, the Alabama Pre-K Conference in 2006 and 2007.

Head Start programs:

Also housed within the Department of Children's Affairs is the Head Start Collaboration Office. The Department's relationship with the Head Start Collaboration office allows for continuity of services for Head Start children. The Head Start Collaboration Office and the Alabama Head Start Association are actively participating in the planning and development of the Alabama Early Learning Guidelines and the Alabama Professional Development Plan.

Programs that promote inclusion for children with disabilities:

In partnership with United Cerebral Palsy (UCP) of Huntsville and Tennessee Valley and five (5) other UCP teams, training, technical assistance and consultation are provided to support providers in increasing the quality of care for children with special needs and to support parents in their role as the first and primary teachers of their children. The Department coordinates with the UAB School of Public Health/Department of Maternal and Child Health's *Inclusive Out of School Care: Access and Benefits Project*, which has

the goal of increasing the number of families with access to inclusive out of school care for their children with developmental disabilities.

NOTE: Each committee in the above coordination determines the meeting schedule. State level agency meetings generally occur quarterly. Other meetings vary from a once per month schedule to a quarterly schedule.

If you have prepared an emergency preparedness plan related to your child care and early childhood development services, attach it as **Attachment 2.1.1.**

The Department has prepared an Emergency Welfare Services Disaster Response Plan. The plan is for all Department services and is included as Attachment 2.1.1.

- 2.1.2 State Plan for Early Childhood Program Coordination. *Good Start, Grow Smart* encourages States to develop a plan for coordination across early childhood programs. **Indicate** which of the following best describes the current status of the State's efforts in this area. **Note: Check only ONE.**

- ☒ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.
No target date has been set for completion of the plan.
- ☐ **Developing.** A plan is being drafted.
The draft is included as **Attachment 2.1.2.**
- ☐ **Developed.** A plan has been written but has not yet been implemented.
The plan is included as **Attachment 2.1.2.**
- ☐ **Implementing.** A plan has been written and is now in the process of being implemented. The plan is included as **Attachment 2.1.2.**
- ☐ **Other (describe):**

Describe the progress made by the State planning for coordination across early childhood programs since the date of submission of the 2006-2007 State Plan.

The Department continues its ongoing program coordination with several agencies. These agencies are the Department's TANF program, the State Pre-K program through the Department of Children's Affairs, Office of School Readiness, Head Start programs through the Head Start Collaboration Office and local Head Start grantee agencies, and public school programs through the State Department of Education. The expected results of the coordination is an increase in the availability of quality child

care services throughout the state and barriers to parent's ability to access quality care will be reduced. Coordination with the TANF agency is allowing the Department to establish more consistent eligibility rules for the CCDF and TANF funded child care services and ensure that former TANF recipients can access child care and thereby avoid returning to TANF assistance. Coordination with the Head Start Collaboration Office and local Head Start agencies allows for access to "wrap around" services for children who attend a Head Start center for part of the day. Coordination with the State Department of Education is expanding the availability of quality after-school and extended care setting for school-age children.

In January 2007 the Department hired a staff person whose duties will include organizing the efforts for the state's plan for program coordination. As a state plan for program coordination is developed; the Department anticipates continued coordination and support of the above agencies.

Indicate whether there is an entity that is responsible for ensuring that such coordination occurs. Indicate the four or more early childhood programs and/or funding streams that are coordinated and describe the nature of the coordination. **Describe** the results or expected results of this coordination. Discuss how these results relate to the development and implementation of the State's early learning guidelines, plans for professional development, and outcomes for children. **Describe** how the State's plan supports or will support continued coordination among the programs. Are changes anticipated in the plan?

There is no written state plan for coordination, however, the Department continues to coordinate on early care and education and other child related issues with the agencies indicated above. The Department of Children's Affairs (DCA) has been designated as the coordinator of children's programs throughout the state. Within this agency are the Head Start Collaboration Office, the Office of School Readiness, which oversees State funded Pre-K sites, and the Children's Policy Council. The expected results of these coordination efforts is to bring existing early childhood services into an effective system that optimizes a child's healthy development and school readiness and guide the process of coordinating existing education and professional development systems for providers. The significant progress Alabama has made with the Early Learning Guidelines and Professional Development Plan will be integral in continued coordination that is anticipated through the development of a state Plan for Early Childhood Program Coordination.

2.2 Public Hearing Process

Describe the Statewide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §98.14(c)) At a minimum, the description must provide:

Date(s) of statewide notice of public hearing: **May 1, 2007**

Manner of notifying the public about the statewide hearing:

Notice of the hearing was sent to the Department's 67 county offices, Child Care Management Agencies, and Quality Enhancement Agencies to facilitate broad access by the public. These agencies gave notice of the hearing through their newsletters and/or other communication with parents and providers. The notice advised of the date and location of the public hearing. To reinforce the notification process, the public hearing was advertised in Alabama's eight largest newspapers.

Date(s) of public hearing(s): **May 23, 2007**

Hearing site(s): **Auditorium of the Gordon Persons Building, 50 Ripley Street, Montgomery, Alabama**

How the content of the plan was made available to the public in advance of the public hearing(s):

A draft copy of the Plan could be reviewed at any local County Department of Human Resources, Child Care Management Agency and Quality Enhancement Agency. The draft of the plan was also made available on the Department's web site.

A brief summary of the public comments from this process is included as **Attachment 2.2.**

2.3 Public-Private Partnerships

Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private-sector involvement in meeting child care needs?

☒ Yes. If yes, **describe** these activities or planned activities, including the results or expected results.

The State's relationship with the CMAs and QEAs is our best example of public-private partnerships. This relationship has allowed the Department to expand its resources in the child care arena. The Department collaborates with the Alabama Partnership for Children (APC), a private non-private agency, to fund the TEACH Early Childhood Program. This program, along with the Department's relationship with community colleges, has allowed the

Department to increase training and educational opportunities for providers. The Department's relationship with United Cerebral Palsy of Huntsville and Tennessee Valley allows the Department to more effectively address the child care issues of children with special needs. An ongoing relationship with the Employer's Child Care Alliance promotes an increase in the number of corporate partners that support quality initiatives in child care. The Kids and Kin project, in partnership with the Family Guidance Center of Alabama, addresses the needs of children in relative care and promotes strategies to increase the quality of care provided by relatives. Center and home child care providers are active members of the Department's Professional Development Team and Early Learning Guidelines Advisory Committee.

☐ No.

PART 3

CHILD CARE SERVICES OFFERED

3.1 Description of Child Care Services

3.1.1 Certificate Payment System

Describe the overall child care certificate process, including, at a minimum:

- (1) a description of the form of the certificate (98.16(k));
- (2) a description of how the certificate program permits parents to choose from a variety of child care settings by explaining how a parent moves from receipt of the certificate to choice of the provider; (658E(c)(2)(A)(iii), 658P(2), 98.2, 98.30(c)(4) & (e)(1) & (2)) and
- (3) if the Lead Agency is also providing child care services through grants and contracts, estimate the proportion of §98.50 services available through certificates versus grants/contracts, and explain how it ensures that parents offered child care services are given the option of receiving a child care certificate. (98.30(a) & (b)) This may be expressed in terms of dollars, number of slots, or percentages of services.

Attach a copy of your eligibility worker's manual, policy handbook, or other printed guidelines for administering the child care subsidy program as **Attachment 3.1.1**. If these materials are available on the web, the State may provide the appropriate Web site address in lieu of attaching hard copies to the Plan.

Note: Eligibility worker's manuals, policy handbooks, or other printed guidelines for administering a child care subsidy program will be used for reference purposes only. Documents provided by Lead Agencies pursuant to this section will not be uniformly or comprehensively reviewed and will not be considered part of the Plan. All information required to be part of the Plan must continue to be set forth in the Plan.

Child Care Subsidy Services are authorized using a Certificate of Child Care Services (Certificate). The Certificate is a negotiable instrument with which the parent can purchase child care services from any legally operating child care provider who is currently registered with the Child Care Management Agency (CMA). Legally operating care include a variety of provider types including licensed center care, licensed family and group day care homes, relative care and exempt from licensure faith-based care.

Parents who have not chosen a provider at the point eligibility is determined are issued a Pre-Certificate of Child Care (shopping card). The parent is allowed ten (10) calendar days to select and enroll the child with a provider. Additional time may be given if the parent indicates difficulty finding a

provider that meet their child care needs. The case record includes a Parent Agreement (DHR-CMA-1977) which is given to the parent to sign at the time of application. The caseworker gives an explanation of parental choice to the parent at application and each time the parent requests to change providers. Guidance for caseworkers regarding parental choice is included in the policy manual. Also information is found on the Parent Agreement and Parental Choice form. A copy of the Parent Agreement and the Parental Choice form is in the Policy Manual.

The Department does not issue grants or contracts for child care services. All services are authorized through a child care certificate.

Caseworkers at CMA agencies provide a list of legally operating providers to parents. This list is obtained from the Department's Resource and Referral system or from CMA agency software. Resource and referral information is available for all parents not just subsidy parents.

- 3.1.2 In addition to offering certificates, does the Lead Agency also have grants or contracts for child care slots?

☐ Yes, and the following **describes** the types of child care services, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts: (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b))

☒ No.

- 3.1.3 The Lead Agency must allow for in-home care but may limit its use. Does the Lead Agency limit the use of in-home care in any way?

☒ Yes, and the limits and the reasons for those limits are: (§§98.16(g)(2), 98.30(e)(1)(iv))

In-home care is restricted only to the extent that the Department requires that such care be provided in compliance with applicable Fair Labor Standards Act (FLSA). As an employer under the FLSA, a parent who chooses this type of care is solely responsible for assuring that all applicable FLSA requirements are met, including but not limited to paying any difference between the CCDF subsidy and the amount needed to comply with the minimum wage requirement.

☐ No.

- 3.1.4 Are child care services provided through certificates, grants and/or contracts offered throughout the State? (658E(a), §98.16(g)(3))

☒ Yes.

- ☐ No, and the following are the localities (political subdivisions) and the services that are not offered:

3.2 Payment Rates for the Provision of Child Care

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish payment rates for child care services that ensure eligible children equal access to comparable care.

These rates are provided as **Attachment 3.2A**.

The attached payment rates were or will be effective as of **October 1, 2007**.

Provide a summary of the facts relied on by the State to determine that the attached rates are sufficient to ensure equal access to comparable child care services provided to children whose parents are not eligible to receive child care assistance under the CCDF and other governmental programs. Include, at a minimum:

- The month and year when the local market rate survey(s) was completed: **June 2007**. (§98.43(b)(2))
- A copy of the **Market Rate Survey instrument** and a **summary of the results** of the survey are provided as **Attachment 3.2B**. At a minimum, this summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings (**See Guidance for additional information.**)

The Market Rate Survey instrument and the summary of the results is included as Attachment 3.2B

- Does the Lead Agency use its **current** Market Rate Survey (a survey completed within the allowable time period –10/1/05 -9/30/07) to set payment rates?

☒ Yes.

☐ No.

- **At what percentile of the current Market Rate Survey is the State rate ceiling set?** If you do not use your current Market Rate Survey to set your rate ceilings or your percentile varies across categories of care (e.g., type of setting, region, age of children), describe and provide the range of variation in relation to your current survey. (**See Guidance for additional information.**)

Percentile rate varies by region, age of child, and type of child care setting. The percentile ranges from the 42nd percentile to average of 10th percentile of the 2007 market rate survey. Maximum reimbursable rates for center care and family and group home day care are set such that rates are within \$15 of the average region rate determined by the 2007 market rate survey. After a four (4) year freeze on adding children into care from the waiting list, the Department's priority in FY2006 and FY2007 has been to increase the number of eligible children that receive subsidized child care. During FY2006 and FY2007 the Department has added approximately 8,000 children to care.

- How the payment rates are adequate to ensure equal access to the full range of providers based on the results of the above noted local market rate survey (i.e., describe the relationship between the attached payment rates and the market rates observed in the survey): (§98.43(b))

The Market Rate Survey conducted by the Department collected rate data for licensed and legally operating providers (excluding relative and in-home care providers). The data was then filtered by type of provider (Centers, Family Day Care Homes, and Group Day Care Homes); by care level (Infant/Toddler, Preschool, School-age); and by Child Care Management Agency region. Maximum reimbursable rates for center care and family and group home day care are set such that rates are within \$15 of the average region rate determined by the 2007 market rate survey. Rates for relative and in-home care providers are set at \$35 per week.

Payment rates are included for centers, family day care homes and group day care homes. Child Care centers are facilities licensed by the Department or otherwise legally authorized, which receives more than 12 children during the day or night, as applicable, for more than 4 hours a day. A Family Day Care Home is care provided by an individual licensed by the County Department to provide care as the sole caregiver in a private residence, other than the eligible child's residence, for no more than six (6) children during the day or night, as applicable. A Group Day Care Home is care provided by an individual licensed by the County Department to provide care in a private residence, other than the eligible child's residence, for at least seven (7), but not more than twelve (12), children during the day or night, as applicable, and where at least two (2) adults are present and supervising the child care services.

- Does the Lead Agency consider any additional facts to determine that its payment rates ensure equal access? (§98.43(d))

☐ Yes. If, yes, **describe.**

☒ No.

- Does the State have a tiered reimbursement system (higher rates for child care centers and family child care homes that achieve one or more levels of quality beyond basic licensing requirements)?

☐ Yes. If yes, **describe**:

☒ No.

3.3 Eligibility Criteria for Child Care

3.3.1 Age Eligibility

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are physically and/or mentally incapable of self-care? (Physical and mental incapacity must then be defined in Appendix 2.) (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18.

☐ No.

Does the Lead Agency allow CCDF-funded child care for children above age 13 but below age 19 who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

☐ Yes, and the upper age is ____.

☒ No.

3.3.2 Income Eligibility

Complete columns (a) and (b) in the matrix below. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

			IF APPLICABLE	
Family Size	(a) 100 % of State Median Income (SMI) (\$/month)	(b) 85 % of State Median Income (SMI) (\$/month) [Multiply (a) by 0.85]	Income Level, lower than 85 % SMI, if used to limit eligibility	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$2327	\$1978	\$1106	48 %
2	\$3042	\$2586	\$1483	49 %
3	\$3758	\$3195	\$1860	49 %
4	\$4474	\$3803	\$2237	50 %
5	\$5190	\$4412	\$2614	50 %

If the Lead Agency does not use the SMI from the most current year, **indicate** the year used:

The Department uses the current year SMI.

If applicable, indicate the date on which the eligibility limits detailed in column (c) became or will become effective: **October 1, 2007**

How does the Lead Agency define “income” for the purposes of eligibility? Describe and/or include information as **Attachment 3.3.2.** (§§98.16(g)(5), 98.20(b))

See Attachment 3.3.2. Eligibility for services is based on gross income. Income not specifically listed in Attachment 3.3.2 is not considered for purposes of determining eligibility.

- Is any income deducted or excluded from total family income (for instance, work or medical expenses; child support paid to, or received from, other households; Supplemental Security Income (SSI) payments)?

☐ Yes. If yes, **describe** what type of income is deducted or excluded from total family income.

☒ No.

- Is the income of all family members included?

☒ Yes.

☐ No. If no, **describe** whose income is excluded for purposes of eligibility determination.

3.3.3 Eligibility Based Upon Receiving or Needing to Receive Protective Services

Does the State choose to provide child care to children in protective services, as defined in Appendix 2? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

☐ No.

Has the Lead Agency elected to waive, on a case-by-case basis, the fee and income eligibility requirements for cases in which children receive, or need to receive, protective services, as defined in Appendix 2? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

☒ Yes.

☐ No.

☐ Not applicable. CCDF-funded child care is not provided in cases in which children receive, or need to receive, protective services.

Does the State choose to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities? (§§98.20(a)(3)(ii), 98.16(f)(7))

☐ Yes. (**NOTE:** This means that for CCDF purposes the State considers these children to be in protective services.)

☒ No.

3.3.4 Additional Eligibility Conditions

Has the Lead Agency established additional eligibility conditions? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☒ Yes, and the additional eligibility conditions are: (Terms must be defined in Appendix 2)

A client who is participating in an approved TANF work activity or whose family assistance is terminated due to employment is guaranteed a child care slot in order to maximize their efforts to achieve self-sufficiency. Clients who are “at risk” of welfare dependency are served as funds are available and waiting lists are established to facilitate serving those families on a first-come first-served basis.

☐ No.

3.4 Priorities for Serving Children and Families

3.4.1 Complete the table below regarding eligibility conditions and priority rules. For columns (a) through (d), check box if reply is “Yes”. Leave blank if “No”. Complete column (e) if you check column (d).

Eligibility Category	(a) Guarantee subsidy eligibility	(b) Give priority over other CCDF-eligible families	(c) Same priority as other CCDF- eligible families	(d) Is there a time limit on guarantee of priority?	(e) How long is time limit?
Children with special needs)	<input type="checkbox"/>	<input checked="" type="checkbox"/> (see Department’s definition of special needs)	<input type="checkbox"/>	<input type="checkbox"/>	
Children in families with very low incomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families <u>receiving</u> Temporary Assistance for Needy Families (TANF)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Families transitioning from TANF	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6 months
Families at risk of becoming dependent on TANF	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Alabama chooses to refer to the designations as priority eligibility and not a guaranteed eligibility.

- 3.4.2 **Describe** how the State prioritizes service for the following CCDF-eligible children: (a) children with special needs and (b) children in families with very low incomes. Terms must be defined in Appendix 2. (658E(c)(3)(B))

The Department prioritizes services to CCDF eligible children in the following manner:

- 1. Children of families participating in the TANF JOBS program.**
- 2. Children of families eligible for Transitional Child Care.**
- 3. Children with special needs.**
- 4. Children of non-TANF minor parents who are pursuing a high school diploma or GED (categorized as “b” in the above matrix).**
- 5. Children of families at risk of becoming dependent on TANF assistance**

- 3.4.3 **Describe** how CCDF funds will be used to meet the needs of: (a) families receiving Temporary Assistance for Needy Families (TANF), (b) those attempting to transition off TANF through work activities, and (c) those at risk of becoming dependent on TANF. (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4))

A client who is participating in an approved TANF work activity or whose family assistance is terminated due to employment is given priority for a child care slot in order to maximize their efforts to achieve self-sufficiency. Clients who are “at risk” of welfare dependency are served as funds are available and waiting lists are established to facilitate serving those families on a first-come first-served basis.

- 3.4.4 Has the Lead Agency established additional priority rules that are not reflected in the table completed for Section 3.4.1? (658E(c)(3)(B), §98.16(g)(5), §98.20(b))

☐ Yes, and the additional priority rules are: (Terms must be defined in Appendix 2)

☒ No.

- 3.4.5 Does the Lead Agency serve all eligible families that apply?

☐ Yes.

☒ No.

3.4.6 Does the Lead Agency maintain a waiting list?

☒ Yes. If yes, for what populations? Is the waiting list maintained at the State level? Are certain populations given priority for services, and if so, which populations? What methods are employed to keep the list current?

☐ No.

When funding is not sufficient to serve all families eligible for care, a waiting list of families is established. This waiting list is maintained by geographical Child Care Management Agency (CMA) regions. Waiting lists are maintained on a first come first served basis. As funding becomes available, children are served in the order in which they were placed on the waiting list. Each child on the waiting list is assessed at 6-month intervals to determine if the child remains in need of and eligible for services. The following categories of children are not subject to the waiting list:

- **Children of families participating in the TANF JOBS program.**
- **Children of families eligible for Transitional Child Care.**
- **Children in need of protective service**
- **Children in foster care**
- **Children of non-TANF minor parents who are pursuing a high school diploma or GED**

3.5 Sliding Fee Scale for Child Care Services

3.5.1 A sliding fee scale, which is used to determine each family's contribution to the cost of child care, must vary based on income and the size of the family. A copy of this sliding fee scale for child care services and an explanation of how it works is provided as **Attachment 3.5.1**.

The attached fee scale was or will be effective as of **October 1, 2007**.

Will the Lead Agency use additional factors to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☒ Yes, and the following **describes** any additional factors that will be used:

Families with more than one child in care pay one-half the applicable fee for each additional child in care. Children receiving care part-time pay one-half of the applicable per child full-time fee.

☐ No.

3.5.2 Is the sliding fee scale provided in the attachment in response to question 3.5.1 used in all parts of the State? (658E(c)(3)(B))

☒

Yes.

☐

No, and other scale(s) and their effective date(s) are provided as
Attachment 3.5.2.

3.5.3 The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size, (§98.42(c)), and the poverty level used by the Lead Agency for a family of 3 is:

\$1483 using 130% of federal poverty guidelines

The Lead Agency must **select ONE** of these options:

☐

ALL families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee.

☐

ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☒

SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The following describes these families:

Families with \$0 earned income are not required to pay a fee. Families with income below the amount shown in the \$5.00 column of Attachment 3.5.1 are not required to pay a fee. Also, Foster Care children, who are in the legal custody of the Department, are not required to pay a fee due to the fact that: 1) a Foster Care child is considered a family of “one”; and, 2) any otherwise countable income is retained by the Department in order to offset the Board payment and is not accessible to the foster child.

3.5.4 Does the State allow providers to charge parents the difference between the maximum reimbursement rate and their private pay rate?

☒

Yes.

☐

No.

3.5.5 The following is an explanation of how the copayments required by the Lead Agency's sliding fee scale(s) were determined to be affordable: (§98.43(b)(3))

The parental co-payments required by the Department are adjusted based on family size and income. The scale is designed to ensure a parent's contribution under the initial scale does not exceed 10% of the family's income. Currently, co-payments average 5% of a family's gross income.

PART 4

PARENTAL RIGHTS AND RESPONSIBILITIES

4.1 Application Process / Parental Choice

4.1.1 **Describe** the process for a family to apply for and receive child care services (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a) through (e)). At minimum, the description should include:

- How parents are informed of the availability of child care services and about child care options
- Where/how applications are made
- What documentation parents must provide
- How parents who receive TANF benefits are informed about the exception to individual penalties as described in 4.4
- Length of eligibility period including variations that relate to the services provided, e.g., through collaborations with Head Start or pre-kindergarten programs
- Any steps the State has taken to reduce barriers to initial and continuing eligibility for child care subsidies

Attach a copy of your parent application for the child care subsidy program. If the application is available on the web, provide the appropriate Web site address (application must still be attached to Plan):

The parent application (English and Spanish version) is available on the Department's web site at www.dhr.alabama.gov. The application is included as attachment 4.1.1.

Clients who are “affiliated” with the Department (TANF recipients, protective services and foster care cases) receive limited information from their case managers about child care options. Once these clients contact the CMA, they receive consumer education and all options and choices are explained to the clients. The protective services and foster care case managers refer these cases, based on need, to the CMAs for eligibility determination. The TANF case managers make the potential eligibility determination for TANF cases and refer the case to the CMA case managers for actual eligibility determination.

The Department, through its case managers, maintains some control over the child care options for some protective services and foster care cases, due to the fragile nature of these children. If possible, however, these parents are allowed to choose from among the full range of legal child care settings. A client leaving TANF due to employment is referred to the CMAs by the JOBS case manager however, the CMA determines actual financial eligibility. The TANF case managers inform TANF recipients about the

exceptions to individual penalties associated with work requirements at interviews for initial and continuing TANF eligibility.

Parents must provide documentation of all income, name of the employer, average employment hours, relationship to the child needing care, and hours of participation in an educational component, as applicable.

Clients who are “at risk” of welfare dependency go directly to the CMA for eligibility, resource and referral, and fee assessment. This is also the case with the client whose TANF Assistance terminates for a reason other than employment who within six (6) months of TANF termination, locates employment and needs child care assistance.

Generally, clients are re-determined at six (6) month intervals. There are no variations in the re-determination timeframe for Head Start or Pre-K clients.

4.1.2 Is the application process different for families receiving TANF?



Yes. If yes, **describe** how the process is different:

The TANF case managers make the potential eligibility determination for TANF cases and submit a referral for services to the CMA case managers for actual eligibility determination. The client is not required to have a face-to-face interview. Information already received by the TANF case manager is deemed as verified by the child care case manger therefore the parent is not required to again verify the information.



No.

4.1.3 The following is a detailed description of how the State ensures parental choice by making sure that parents are informed about their ability to choose from among family and group home care, center-based care and in-home care including faith-based providers in each of these categories.

Parental choice is explained to parents at application and each time the parent wishes to change child care Providers. When the parent requests to change providers they are given a Parental Choice form which explains their right to choose from among all legally operating child care providers. A statement explaining the parent’s ability to choose from among all categories of legally operating child care is included on the Parent Agreement which the parent receives at each application.

4.1.4 Does the State conduct activities aimed at families with limited English proficiency to promote access to child care subsidies and reduce barriers to receiving subsidies and accessing child care services?

☒ Yes. If yes, **describe** these activities, including how the State overcomes language barriers with families and providers.
The child care application and all major forms have been translated into Spanish. The Department has application and general child information (FACT SHEET) on the web site in Spanish. CMA agencies are authorized to provide interpreters for families as needed. In addition the Department can utilize the services of Language line. This phone service interpreters in several languages that case managers can utilize during a child care interview.

☐ No.

4.2 Records of Parental Complaints

The following is a detailed description of how the State maintains a record of substantiated parental complaints and how it makes the information regarding such parental complaints available to the public on request. (658E(c)(2)(C), §98.32))

The parental complaint process for all licensed care in the State is regulated under the Alabama Administrative Procedures Act, which provides for release to any requesting adult all substantiated complaints in regard to licensing violations, not including certain privileged and/or confidential information. Information on center care is available from the State Department of Human Resources. Family and Group Home Care information is available from the 67 individual County Departments.

For care that is exempt from licensure, the CMAs or the various licensing units of the Department act as “intake” points. Since there is no “legal access” to providers exempt from licensure, no investigation is conducted; Therefore, neither party actually makes a determination of “substantiation” of the complaint. Instead, if the complaint is made to the Department, it is referred to the appropriate legal entity (District Attorney). If the CMA receives the complaint, the parent is given a form upon which to note complaints. This form is forwarded to the provider who is allowed and encouraged to make a rebuttal. Such response is shared with the parent making the complaint, kept on file at the CMA for release upon request, and forwarded to the appropriate Department licensing unit, where it is then referred to the appropriate legal entity.

The Departments handle complaints regarding licensing violations and child abuse, neglect, and/or exploitation. On-site investigations may be made in these instances.

4.3 Unlimited Access to Children in Child Care Settings

The following is a detailed description of the procedures in effect in the State for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds. (658E(c)(2)(B), §98.31))

For licensed care, the appropriate Minimum Standards requires such access for parents for ALL, not just CCDF-funded care. Verification of this is a part of the regulatory visits made by licensing consultants of the Department. The Provider Registration Form contains this requirement for CCDF funded care. Additional written materials are made available to these providers by the CMA whenever they are to be used for the first time by a family receiving subsidized care, and at other appropriate times. In addition, CCDF-funded families are informed of their rights in this respect during consumer education at the CMA and whenever they change providers. Families are encouraged to visit at various times while their child is in care.

4.4 Criteria or Definitions Applied by TANF Agency to Determine Inability to Obtain Child Care

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age.

In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care:

NOTE: The TANF agency, not the Child Care Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record. The TANF agency that established these criteria or definitions is: **Alabama Department of Human Resources**.

- "appropriate child care": **TANF policy considers child care services to be appropriate if they are rendered by a child care provider legally authorized under applicable federal and state laws, regulations and requirements to provide such services and who has been selected to provide such services in accordance with parental choice safeguards.**
- "reasonable distance": **TANF policy considers "reasonable distance" to be a distance that requires travel of no more than 2 hours per day.**

- **"unsuitability of informal child care": TANF policy considers informal child care to be suitable only to the extent such care is provided within the constraints of applicable federal and state laws, regulations and requirements.**
- **"affordable child care arrangements": TANF policy does not require recipients to engage in work activities unless child care is accessible and is provided at no charge to the client or the Department subsidizes the cost of the care. The policy does not subject such recipients to a sanction or other penalty unless these criteria are met.**

PART 5
ACTIVITIES & SERVICES TO IMPROVE THE QUALITY AND AVAILABILITY OF
CHILD CARE

5.1 Quality Earmarks and Set-Asides

- 5.1.1 The Child Care and Development Fund provides earmarks for infant and toddler care and school-age care and resource and referral services as well as the special earmark for quality activities. The following describes the activities; identifies the entities providing the activities; describes the expected results of the activities and, if the activities have been ongoing, the actual results of the activities. **For the infant and toddler earmark, the State must note in its description of the activities, what is the maximum age of a child who may be served with such earmarked funds (not to exceed 36 months).**

Infants and toddlers: **Maximum age - 36 months**

The Department utilizes CCDF funds to offer infant and toddler training through Child Care Quality Enhancement Contractors. These Contractors include five of the six Child Care Management Agencies (CMAs) and several State and non-governmental agencies such as Childcare Education Resources, Childcare Resources and GRCMA Early Childhood Directions that offer Training and Technical Assistance in regions not covered by the CMAs, the Alabama Department of Public Health/Healthy Child Care Alabama, Family Guidance Center/Kids and Kin Program, Auburn University/Family Child Care Partnerships, Northwest-Shoals Community College/Training and Book Distribution, United Cerebral Palsy/Inclusion Project, Alabama Public Television/Ready To Learn, Alabama Department of Postsecondary Education/Leadership in Child Care Scholarship Program, and Alabama Partnership for Children/T.E.A.CH. Early Childhood® Alabama.

- **Imbedded within training targeted to specific categories of caregivers (Center providers, home providers, relative providers) are workshops, courses and programs that focus on infant and toddler care for children from birth through two and a half years in all applicable provider settings.**
- **Several Quality Contractors collaborate with Alabama Public Television to offer training through the *Right From Birth: A Parenting Series* distance learning project that is targeted at parents and caregivers of children from birth to 18 months.**
- **Childcare Resources implements the Infant Toddler Priority Outreach initiative that concentrates on improving infant toddler care by providing on-site assessment, consultation, training and support to infant and toddler classrooms in child care centers serving children from birth through two and a half years.**

- **Family Guidance Center implements the Infant/Toddler Teacher Support Project that is a mentoring program where infant rooms and toddler rooms in participating centers have the ITERS assessment completed by a mentor and an action plan developed that may include modeling and training sessions.**

Fiscal year 2007 is the first year of the Childcare Resources and Family Guidance infant and toddler initiatives. The other activities noted above have been underway for several years. The result of these activities is increased caregiver understanding of infant/toddler development and improvement in caregiver's skills in providing quality care for infants and toddlers.

Resource and referral services: The six (6) regional Child Care Management Agencies (CMAs), Childcare Education Resources, Childcare Resources, and GRCMA Early Childhood Directions provide resource and referral services for the Department's clients, and public resource and referral is provided upon request. A couple of these agencies have non-Departmental funding to provide comprehensive resource and referral services.

The above activity has been underway for several years. The result of this activity is centralized, community level access points for parents seeking information about legally operating providers.

School-age child care: The Department collaborates with the Alabama Department of Education to provide a statewide program for quality school-age child care through grants awarded to Local Education Agencies (LEAs) utilizing public school facilities. The grants are for LEAs to develop, expand and/or improve extended day/extended year programs that offer before and after school, summer, and school holiday care.

The above activity has been underway for several years. The results of this activity is an expansion in the number of extended day and extended year programs that offer before and after school, summer, and holiday care for school-age children.

- 5.1.2 The law requires that not less than 4% of the CCDF be set aside for quality activities. (658E(c)(3)(B), 658G, §§98.13(a), 98.16(h), 98.51) The Lead Agency estimates that the following amount and percentage will be used for the quality activities (not including earmarked funds) during the 1-year period: October 1, 2007 through September 30, 2008:

\$ 4,586,442 (5%)

ALABAMA STATE PLAN FOR CCDF SERVICES
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5.1.3 Check each activity the Lead Agency will undertake to improve the availability and quality of child care (include activities funded through the 4% quality set-aside as well as the special earmark for quality activities). (658D(b)(1)(D), 658E(c)(3)(B), §§98.13(a), 98.16(h))

The following activities are performed by Quality Enhancement Agencies (QEA). QEAs include governmental and non-governmental entities. See Attachment 5.1.3 for a detail listing of agencies including their governmental or nongovernmental status.

Activity	Check if undertaking/will undertake	Name and type of entity providing activity	Check if this entity a non-governmental entity?
Comprehensive consumer education	<input checked="" type="checkbox"/>	QEAs	<input checked="" type="checkbox"/>
Grants or loans to providers to assist in meeting State and local standards	<input checked="" type="checkbox"/>	QEAs	<input checked="" type="checkbox"/>
Monitoring compliance with licensing and regulatory requirements	<input checked="" type="checkbox"/>	Alabama Department of Human Resources (DHR)	<input type="checkbox"/>
Professional development, including training, education, and technical assistance	<input checked="" type="checkbox"/>	QEAs / DHR	<input checked="" type="checkbox"/>
Improving salaries and other compensation for child care providers	<input checked="" type="checkbox"/>	Alabama Partnership for Children	<input checked="" type="checkbox"/>
Activities in support of early language, literacy, pre-reading, and early math concepts development	<input checked="" type="checkbox"/>	QEAs	<input checked="" type="checkbox"/>
Activities to promote inclusive child care	<input checked="" type="checkbox"/>	United Cerebral Palsy of Huntsville and Tennessee Valley / QEAs	<input checked="" type="checkbox"/>
Healthy Child Care America and other health activities including those designed to promote the social and emotional development of children	<input checked="" type="checkbox"/>	Alabama Dept of Public Health / QEAs	<input type="checkbox"/>
Activities that increase parental choice	<input checked="" type="checkbox"/>	QEAs	<input checked="" type="checkbox"/>
Other activities that improve the quality of child care (describe below)	<input checked="" type="checkbox"/>	QEAs	<input checked="" type="checkbox"/>
Other activities that improve the availability of child care (describe below). (§98.51(a)(1) and (2))	<input checked="" type="checkbox"/>	QEAs	<input checked="" type="checkbox"/>

- 5.1.4 For each activity checked, **describe** the expected results of the activity. If you have conducted an evaluation of this activity, **describe the results**. If you have not conducted an evaluation, **describe** how you will evaluate the activities.

Comprehensive Consumer Education: The primary focus is on parents participating in the Child Care Subsidy Program. Clients are provided information on types of care available, health and safety in child care settings, and how to identify a supportive, nurturing environment for their children. This is accomplished by videos shown in waiting rooms, brochures, health and safety checklists provided to the client, and individual consultation. Parental options are fully emphasized during the consumer education process.

The expected result is that parents will become better consumers and make intentional and informed choices about the care for their children.

Grants to Providers:

- The Department, in collaboration with some Quality Enhancement Agencies, offers grants/stipends to center and home providers to assist them in achieving national accreditation. Auburn University/Family Child Care Partnerships Project offers Equipment Grants to home providers working toward National Association for Family Child Care (NAFFC) accreditation.
- CMA/Child Care Resource Center offers Resource Development Grants, through the Employers' Child Care Alliance, to center providers participating in the STEPS to Accreditation program and working toward National Association for the Education of Young Children (NAEYC) accreditation.
- Childcare Resources offers material stipends to centers participating in the RISE Assistance to Accreditation program to make quality improvements in their programs. Childcare Resources also offers material stipends to centers participating in the Infant/Toddler Priority Outreach to assist caregivers in achieving their improvement goals.
- Family Guidance Center of Alabama/Kids and Kin Relative Child Care Program offers equipment stipends to relative child care providers after they have reached Levels I and II in the Voluntary Certification Program. Relative providers are offered training related to health and safety, child development, positive guidance, language development, parent/caregiver communication, and quality child care.

The expected results is an increase in the number and categories of providers that achieve national accreditation or increase their level of quality as measured by a nationally accepted scale of quality.

Monitoring of Compliance with Licensing and Regulatory Requirements:

The Department performs licensing and regulatory functions and some quality funding is used for staffing for these functions. An increase in licensing staff has allowed the Department to offer more training and in-depth consultation with providers to assist them in meeting and maintaining licensing requirements, in addition to providing for more visits related to regulatory compliance.

The result is more consultation visits and Minimum Standards training sessions are available to child care providers prior to re-licensing visits.

Professional Development including Training, Education and Technical Assistance:

A large portion of quality funding is used for provider training, education and technical assistance. All of the Department's 16 Quality Contractors (except one) offer support to center and home providers through training and technical assistance and/or opportunities to obtain formal education.

- The CMAs, Childcare Education Resources, Childcare Resources and GRCMA Early Childhood Directions provide training for center and home providers on a regular basis on a variety of topics to assist providers in obtaining the training needed to meet the Minimum Standards requirements.
- Training calendars are mailed at regular intervals – monthly, bi-monthly or quarterly - to licensed centers and homes, exempt centers and relatives caring for children being served through the Child Care Subsidy Program. The training is offered for free.
- The Department partners with Alabama Public Television to implement the Ready to Learn Project that focuses on helping families and child care providers extend the learning of PBS children's programming. The Ready to Learn Project offers support and resources to trainers to conduct Ready to Learn workshops in their local communities.
- Other Quality Contractors provide training and technical assistance upon request by an individual or group of providers, or in collaboration with the CMAs, Childcare Education Resources, Childcare Resources and GRCMA Early Childhood Directions. Several Quality Contractors also provide training for parents.

Educational opportunities are provided through the Department's partnerships with the Alabama Department of Postsecondary Education, Alabama Partnership for Children, and Child Care Resource Center/Employers' Child Care Alliance.

- The Alabama Department of Postsecondary Education administers the Leadership in Child Care (LICC) Scholarship Program, through which scholarship opportunities are provided for center directors and center teachers employed in legally operating facilities, and home providers who are interested in obtaining a Child Development Associate (CDA) credential, certificate or degree in a child development/early care and education from one of Alabama's community colleges.
- The Alabama Partnership for Children administers the T.E.A.CH. Early Childhood® Alabama Project, through which scholarship opportunities are provided for directors and teachers employed in licensed centers and home providers who are seeking a degree in a child development/early care and education program from one of Alabama's community colleges or need assistance in paying the CDA Assessment Fee.
- Child Care Resource Center works in conjunction with the Employers' Child Care Alliance in implementing the Quality Enhancement Partnership that has corporate/business support for providing scholarships to CDA recipients to obtain a degree in a child development/early care and education from a local community college.

The results of these activities is an increase in the number of child care staff participating in training, an increase in the number of child care staff participating in training at higher levels (intermediate level, advanced level and college level training), and an increased in the number of child care staff who obtain credentials and/or degrees.

Improving Salaries and Other Compensation for Child Care Providers:

The Department supports improved compensation for teachers through funding of the T.E.A.CH. Early Childhood® Alabama Project through the Alabama Partnership for Children that provides bonuses to center teachers and home providers upon completion of one year contracts as they work toward obtaining the Associate degree or upon obtaining the CDA credential.

The results of this initiative is an increase in benefits and retention of child care staff and a general increase in number of child care staff with credentials or degrees.

Activities in Support of Early Language, Literacy, and Numeracy:

The Department includes Language Development as one of the required training areas in the Minimum Standards for centers and homes.

The CMAs, Childcare Education Resources, Childcare Resources and GRCMA Early Childhood Directions offer regularly available training in this area. The aforementioned Quality Contractors and several others

distribute books to providers and parents, and stress the importance of reading to children as a key element in the development of early literacy skills.

The expected result is an increase in early language, literacy and numeracy practices and activities for all age levels of children in care.

Activities to Promote Inclusive Child Care:

The Department utilizes quality funds to partner with United Cerebral Palsy of Huntsville and Tennessee Valley to fund the Quality Enhancement with a Purpose Project. The project promotes the inclusion of children with special needs in child care settings and provides training and technical assistance to providers for establishing a quality inclusive child care environment. UCP of Huntsville and Tennessee Valley works with five satellite UCP agencies to implement the Project.

- UCP also offers stipends for substitutes while providers participate in training.
- UCP and the Alabama Department of Public Health/Healthy Child Care Alabama provide support for inclusive child care by purchasing adaptive equipment to loan or give providers to effectively serve children with special needs in their programs. Several Quality Contractors offer training for providers that specifically focuses on serving children with special needs.

The expected outcome is that child care staff will be trained in practices to enrich the learning experiences of special needs children and thereby increasing the availability of quality child care settings that are inclusive of special needs children.

Healthy Child Care America and Other Health Activities:

The Department has collaborated for several years with the Alabama Department of Public Health to fund Healthy Child Care Alabama. The focus of this collaboration is to decrease the incidence of injury, illness and death that occur in child care environments.

- Nurse Child Care Health Consultants, who are registered nurses, provide developmental, health and safety classes, coordinate community services for children with special needs, identify community resources to promote child health and safety, and encourage routine visits for children to their health care providers. These services are provided primarily on-site with center and home providers. The Department includes Health, Safety, and Universal Precautions as one of the required training areas in the Minimum Standards for centers and homes.

- The CMAs, Childcare Education Resources, Childcare Resources and GRCMA Early Childhood Directions offer regularly available training in this area.

The expected result is improvement in the integration of health and safety procedures into the child care environment.

Increasing Parental Choice:

The Quality Enhancement Agencies provide support for the various types of child care providers so that parents have choices of quality child care.

- Family Guidance Center implements the Kids and Kin Relative Child Care Program that offers support to individuals caring for their relatives' children by providing training and offering incentives.
- GRCMA Early Childhood Directions supports exempt child care providers who want to improve the quality of their services.
- Auburn University supports family and group home providers in reaching the goal of national accreditation.
- Several of the QEAs provide varying degrees of support to child care center providers who are interested in and moving toward national accreditation.

The expected result is an increase in child care providers that can meet the varying child care needs of parents thereby expanding the parent's choices.

Other Quality Activities:

The CMAs, Childcare Education Resources, Childcare Resources, GRCMA Early Childhood Directions and Northwest-Shoals Community College offer extended support services to providers and parents through resource/lending libraries and/or mobile resource units.

- Providers can check out children's books, toys, and furniture, literacy kits, activity bags/boxes, resource books and many other kinds of materials that can assist them in providing quality, early learning experiences for children.
- Parents can obtain information about children's development and appropriate activities as well as information about what to look for when choosing quality child care.

The expected outcome is providers will be equipped with various resources and supports to assist in planning and implementing developmentally appropriate activities with children.

Improving the Availability of Child Care:

The CMAs, Childcare Education Resources, Childcare Resources and GRCMA Early Childhood Directions offer training sessions and/or courses for individuals who are interested in becoming family or group home providers or in opening a child care center.

- The QEAs also provide training for individuals who are new to child care. These training sessions and/or courses are based on the pre- and in-service training requirements in the Minimum Standards.
- Relative providers who are interested in becoming licensed home or center providers are provided information and support through the Kids and Kin Relative Child Care Program/Family Guidance Center. Relative providers who complete Levels I and II of the Voluntary Certification Program receive training that can be counted toward licensing requirements.

The expected result of this initiative is an increase in the number and categories of child care settings and an increase in the quality of all categories of child care.

Evaluation: Quality training activities are evaluated using a pre- and post-test of participant knowledge and understanding. In addition, Quality Enhancement contractors are required to submit quarterly status reports that include information regarding training, consultations, technical assistance, and other quality activities. The evaluations have indicated increased participation by all categories of providers in quality training and a general increase in participant knowledge and understanding of child care best practices.

The outcomes expected of all initiatives is to train child staff to use developmentally appropriate practices in the child care setting to enrich the learning experiences of children.

5.2 Good Start, Grow Smart Planning and Development

This section of the Plan relates to the President's *Good Start, Grow Smart* initiative which is envisioned as a Federal-State partnership that creates linkages between CCDF, including funds set-aside for quality, and State public and private efforts to promote early learning. In this section, each Lead Agency is asked to assess its State's progress toward developing voluntary guidelines on language, literacy, pre-reading, and early math concepts and a plan for the education and training of child care providers. The third component of the President's *Good Start, Grow Smart* initiative, planning for coordination across at least four early childhood programs and funding streams, was addressed in Section 2.1.2.

- 5.2.1 **Status of Voluntary Early Learning Guidelines.** Indicate which of the following best describes the current status of the State's efforts to develop, implement, or revise research-based early learning guidelines (content standards) for three to five year-olds. **NOTE: Check only one box to best describe the status of your State's three-to-five-year-old guidelines.**

- ☐ **Planning.** The State is planning for the development of early learning guidelines. Expected date of plan completion: _____
- ☐ **Developing.** The State is in the process of developing early learning guidelines. Expected date of completion: _____
- ☐ **Developed.** The State has approved the early learning guidelines, but has not yet developed or initiated an implementation plan. The early learning guidelines are included as **Attachment 5.2.1.**
- ☒ **Implementing.** In addition to having developed early learning guidelines, the State has embarked on implementation efforts which may include dissemination, training or embedding guidelines in the professional development system. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Revising.** The State has previously developed early learning guidelines and is now revising those guidelines. The guidelines are included as **Attachment 5.2.1.**
- ☐ **Other (describe):**

Describe the progress made by the State in developing, implementing, or revising early learning guidelines since the date of submission of the 2006-2007 State Plan.

Alabama began implementation of the Early Learning Guidelines (AELG) in June 2006. Sixteen Public Awareness Sessions were held throughout the state to inform the public of the guidelines. Over 1100 participants attended the sessions. The participants were informed as to what the guidelines are, who they are for, the status and the state's plan for them. A section of the guidelines was given to each participant and thoroughly explained. Preparation is being done to send the guidelines to be printed. The guidelines are projected to be distributed the fall of 2007.

The state has also created a Training Committee to develop a training plan for the guidelines. The committee consists of individuals from various quality enhancement agencies throughout the state. The projected completion of the training manual is also the fall of 2007.

If developed, are the guidelines aligned with K-12 content standards or other standards (e.g., Head Start Child Outcomes, State Performance Standards)?

☒ Yes. If yes, **name standards.**
Alabama State Curriculum for K-2, Office of School Readiness (State Pre-K) Performance Standards for 4 Year Olds, and Head Start Performance Standards

☐ No.

If developed, are the guidelines aligned with early childhood curricula?

☒ Yes. If yes, **describe**.

AELG addresses Self-Concept/Emotional Development, Social Development, Language and Literacy Development, Physical Development and Cognitive Development for children from birth through five years. The guidelines describe the skill, what the child needs and how the provider can help the child achieve the skill.

☐ No.

Have guidelines been developed for children in the following age groups (check if guidelines have been developed):

☒ Birth to three. Guidelines are included as Attachment 5.2.1

☒ Birth to five. Guidelines are included as Attachment 5.2.1

☐ Five years or older. Guidelines are included as Attachment 5.2.1

Efforts to develop early learning guidelines for children that may differ from those addressed in *Good Start, Grow Smart* (i.e., children birth to three or older than five) may be described here.

The AELG include children birth to three, but there was not a separate effort to develop this level for the guidelines. Efforts from the beginning of the process involved including children from birth to three years with the *Good Start, Grow Smart* requirements.

If any of your guidelines are available on the web, provide the appropriate Web site address (guidelines must still be attached to Plan):

Alabama Early Learning Guidelines are not on the web. Guidelines are included as Attachment 5.2.1.

5.2.2 Domains of Voluntary Early Learning Guidelines. Do the guidelines for children three-to-five-years-old address language, literacy, pre-reading, and early math concepts?

☒ Yes.

☐ No.

Do the guidelines for children three-to-five-years-old address domains not specifically included in *Good Start, Grow Smart*, such as social/emotional, cognitive, physical, health, creative arts, or other domains?

☒ Yes. If yes, **describe**.

In addition to the domains included in *Good Start, Grow Smart*, the guidelines will include self concept/emotional development, social development, physical development and cognitive development.

☐ No.

5.2.3 Implementation of Voluntary Early Learning Guidelines. Indicate the strategies the State used or expects to use in implementing its early learning guidelines.

Alabama is in the process of developing training curricula for the Alabama Early Learning Guidelines. The State expects to use the training course to implement the guidelines. (List of members of the Course Training Committee is included as Attachment 5.2.3).

Check all that apply:

- ☒ Disseminating materials to practitioners and families
- ☒ Developing training curricula
- ☒ Partnering with other training entities to deliver training
- ☐ Aligning early learning guidelines with licensing, core competencies, and/or quality rating systems
- ☐ Other. Describe:

Indicate the stakeholders that are (or expect to be) actively supporting the implementation of early learning guidelines.	Indicate the programs that mandate or require the use of early learning guidelines.
<input checked="" type="checkbox"/> Publicly funded (or subsidized) child care	<input type="checkbox"/> Publicly funded (or subsidized) child care
<input checked="" type="checkbox"/> Head Start	<input type="checkbox"/> Head Start
<input checked="" type="checkbox"/> Education/Public pre-k	<input type="checkbox"/> Education/Public pre-k
<input checked="" type="checkbox"/> Early Intervention	<input type="checkbox"/> Early Intervention
<input checked="" type="checkbox"/> Child Care Resource and Referral	<input type="checkbox"/> Child Care Resource and Referral
<input checked="" type="checkbox"/> Higher Education	<input type="checkbox"/> Higher Education
<input checked="" type="checkbox"/> Parent Associations	<input type="checkbox"/> Parent Associations
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/> Other. Describe:

How are (or will) cultural, linguistic and individual variations (be) acknowledged in implementation?

How are (or will) the diversity of child care settings (be) acknowledged in implementation?

Materials developed to support implementation of the guidelines are included as **Attachment 5.2.3**. If these are available on the web, provide the appropriate Web site address:

Alabama is in the implementation planning stage. Training curricula for the Alabama Early Learning Guidelines is being developed. The State expects to use the training course to implement the guidelines.

5.2.4 Assessment of Voluntary Early Learning Guidelines. As applicable, **describe** the State's plan for:

- (a) Validating the content of the early learning guidelines
- (b) Assessing the effectiveness and/or implementation of the guidelines
- (c) Assessing the progress of children using measures aligned with the guidelines
- (d) Aligning the guidelines with accountability initiatives

Written reports of these efforts are included as **Attachment 5.2.4**. If these are available on the web, provide the appropriate Web site address (reports must still be attached to Plan):

Alabama has not begun the assessment phase of the Early Learning Guidelines.

5.2.5 State Plans for Professional Development. **Indicate** which of the following best describes the current status of the State's efforts to develop a professional development plan for early childhood providers that includes all the primary sectors: child care, Head Start, and public education. **NOTE: Check ONLY ONE box to best describe the status of your State's professional development plan.**

☐ **Planning.** **Indicate** whether steps are under way to develop a plan. If so, describe the entities involved in the planning process, time frames for completion and/or implementation, the steps anticipated, and how the plan is expected to support early language, literacy, pre-reading and early math concepts.

☒ **Developing.** A plan is being drafted. The draft or planning documents are included as **Attachment 5.2.5**.

Planning documents are included as Attachment 5.2.5

☐ **Developed.** A plan has been written but has not yet been implemented. The plan is included as **Attachment 5.2.5**.

- ☐ **Implementing.** A plan has been written and is now in the process of being implemented, or has been implemented. The plan is included as **Attachment 5.2.5.**
- ☐ **Revising.** The State previously developed a professional development plan and is now revising that plan, or has revised it since submitting the 06-07 State Plan. The revisions or the revised plan are included as **Attachment 5.2.5.**
- ☐ **Other (describe):**

Describe the progress made by the State in planning, developing, implementing, or revising the professional development plan since the date of submission of the 2006-2007 State Plan.

Alabama has made tremendous progress in developing a professional development plan for early care and education. The Alabama Professional Development Team (APDT) includes representatives of various stakeholder groups in the early care and education community: Head Start, Alabama Department of Education, Office of School Readiness/Pre-K, Poarch Band of Creek Indians, 2-Year Colleges, 4-Year Colleges, Center Directors, Family Child Care Providers, Faith-based Child Care Providers, School-age Child Care Providers, Statewide Professional Organizations, DHR County Directors Association, Alabama Department of Postsecondary Education, Alabama Commission on Higher Education, and Alabama Department of Rehabilitation Services/Early Intervention. The APDT has identified the name, vision, target populations and target groups for Alabama's early care and education professional development system with feedback from the Child Care Quality Enhancement Contractors, agencies that contract with the Alabama Department of Human Resources to implement regional and statewide quality initiatives (See attachment). The APDT has been meeting in Work Groups that are based on the five areas identified in NCCIC's *Elements of a Professional Development System for Early Care and Education: A Simplified Framework* – Funding, Core Professional Knowledge, Qualifications and Credentials, Quality Assurances, and Access and Outreach. The Work Groups have been expanded to include the Child Care Quality Enhancement Contractors and the Region IV Head Start Technical Assistance Center (See attachment). The boxes checked below indicate what the APDT and Work Groups have agreed should be a part of Alabama's early care and education professional development system – short- and long-range.

If your State has developed a plan for professional development, does the plan include (**Check EITHER yes or no for each item**):

Alabama is in the developing phase of the plan for professional development
The boxes checked below indicate what the APDT and Work Groups have
agreed should be a part of Alabama's early care and education professional
development system – short- and long-range..

	Yes	No
Specific goals or desired outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A system to track practitioners' training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State Credentials – State for which roles (e.g. infant and toddler credential, directors' credential, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Specialized strategies to reach family, friend and neighbor caregivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For each **Yes** response, **reference** the page(s) in the plan and briefly **describe**.
For each **No** response, **indicate** any plans the Lead Agency has to incorporate these components.

Alabama is in the developing phase of the plan for professional development
and the areas checked above are expected to be included in the plan.

Are the professional development opportunities described in the plan available:

Note: Check either yes or no for each item):

Alabama is in the developing phase of the plan however, professional development opportunities are available statewide to the entities identified below.

	Yes	No
Statewide	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Center-based Child Care Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Group Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To Family Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
To In-Home Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (describe):	<input type="checkbox"/>	<input type="checkbox"/>

Describe how the plan addresses early language, literacy, pre-reading, and early math concepts development.

Alabama is in the developing phase of the plan and has not developed the specific criteria that will address early language, literacy, pre-reading, and early math concepts. It is anticipated that these areas will be addressed in the development of the Plan.

Are program or provider-level incentives offered to encourage provider training and education?

- ☐ Yes. If yes, **describe**, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts.
- ☐ No. If no, **describe** any plans to offer incentives to encourage provider training and education, including any connections between the incentives and training relating to early language, literacy, pre-reading and early math concepts?

Not applicable at this time. The Alabama Professional Development Team has not made any decisions regarding the inclusion of provider incentives in the professional development plan. Current quality initiatives include incentives as indicated in Section 5.1.4 “Improving Salaries and Other Compensation for Child Care Provider” It is anticipated that the current incentive initiatives will continue and become a part of the professional development plan.

As applicable, does the State assess the effectiveness of its professional development plan, including the achievement of any specified goals or desired outcomes?

- ☐ Yes. If yes, **describe** how the professional development plan's effectiveness/goal is assessed.
- ☐ No. If no, **describe** any plans to include assessments of the professional development plan's effectiveness/goal achievement.

Not applicable at this time. The Alabama Professional Development Team has not made any decisions regarding assessment of the effectiveness of the Plan.

Does the State assess the effectiveness of specific professional development initiatives or components?

- ☐ Yes. If yes, **describe** how specific professional development initiatives or components' effectiveness is assessed.
- ☐ No. If no, **describe** any plans to include assessments of specific professional development initiatives or components' effectiveness.

Not applicable at this time. The Alabama Professional Development Team has not developed criteria for assessing the effectiveness of initiatives. The Team is still gathering information on what specific professional development initiatives will be included in the plan. Additional progress in the development of the professional development plan must be made before these areas can be addressed.

As applicable, does (or will) the State use assessment to help shape or revise its professional development plan?

- ☐ Yes. If yes, **describe** how assessment informs the professional development plan.
- ☐ No. If no, **describe** any plans to include assessment to inform the professional development plan.

Not applicable at this time. The Team is still gathering information on what initiatives will be included in the plan. Once the plan has been fully developed, and specific initiatives have been identified, it is anticipated that assessments will be used to guide possible revisions to the Plan.

PART 6
HEALTH AND SAFETY REQUIREMENTS FOR PROVIDERS

(Only the 50 States and the District of Columbia complete Part 6.)

The National Resource Center for Health and Safety in Child Care (NRCHSCC) of DHHS's Maternal and Child Health Bureau supports a comprehensive, current, on-line listing of the licensing and regulatory requirements for child care in the 50 States and the District of Columbia. In lieu of requiring a State Lead Agency to provide information that is already publicly available, ACF accepts this compilation as accurately reflecting the States' licensing requirements. The listing, which is maintained by the University of Colorado Health Sciences Center School of Nursing, is available on the World Wide Web at: <http://nrc.uchsc.edu/>.

6.1 Health and Safety Requirements for Center-Based Providers (658E(c)(2)(F), §§98.41, §98.16(j))

6.1.1 Are all center-based providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation?

- ☐ Yes. Answer 6.1.2, skip 6.1.3, and go to 6.2.
- ☒ No. If no, **describe** which center-based providers are exempt from licensing under State law and answer 6.1.2 and 6.1.3.

Center based providers that are exempt from licensing include: centers operated by a religious or faith-based organization; centers that are operated by another State Agency; centers that are operated by a local government; centers that are operated by military facilities; and centers that operate less than four (4) hours per day.

6.1.2 Have center licensing requirements as they relate to staff-child ratios, group size, or staff training been modified since approval of the last State Plan?
(§98.41(a)(2)&(3))

- ☐ Yes. If yes, **describe** the changes.
- ☒ No.

6.1.3 For center-based care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

*** Response follows Section 6.4.3 ***

6.2 Health and Safety Requirements for Group Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.2.1 Are all group home providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

☐ Yes. Answer 6.2.2, skip 6.2.3, and go to 6.3.

☒ No. If no, **describe** which group home providers are exempt from licensing under State law and answer 6.2.2 and 6.2.3.

Group home providers that are affiliated with a religious/faith-based organization may be exempt from licensing under Alabama law.

6.2.2 Have group home licensing requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

☒ No.

6.2.3 For group home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

*** Response follows Section 6.4.3 ***

6.3 Health and Safety Requirements for Family Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.3.1 Are all family child care providers paid with CCDF funds subject to licensing under State law that is indicated in the NRCHSCC's compilation? If:

- ☐ Yes. Answer 6.3.2, skip 6.3.3, and go to 6.4.
- ☒ No. If no, **describe** which family child care providers are exempt from licensing under State law and answer 6.3.2 and 6.3.3.

Family home child care providers that are affiliated with a religious/faith-based organization may be exempt from licensing under Alabama law.

6.3.2 Have family child care provider requirements that relate to staff-child ratios, group size, or staff training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

- ☐ Yes. If yes, **describe** the changes.
- ☒ No.

6.3.3 For family care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

***** Response follows Section 6.4.3 *****

6.4 Health and Safety Requirements for In-Home Providers (658E(c)(2)(F), §§98.41, 98.16(j))

6.4.1 Are all in-home child care providers paid with CCDF funds subject to licensing under the State law reflected in the NRCHSCC's compilation referenced above?

- ☐ Yes. Answer 6.4.2, skip 6.4.3, and go to 6.5.
- ☒ No. If no, **describe** which in-home child care providers are exempt from licensing under State law and answer 6.4.2 and 6.4.3.

All in-home providers are exempt from licensing requirements.

6.4.2 Have in-home health and safety requirements that relate to staff-child ratios, group size, or training been modified since the approval of the last State Plan? (§98.41(a)(2) & (3))

☐ Yes. If yes, **describe** the changes.

☐ No.

In-home providers are exempt from staff-child ratio, group size and training requirements.

6.4.3 For in-home care that is NOT licensed, and therefore not reflected in NRCHSCC's compilation, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

*****The following response is for Section 6.1.3, 6.2.3, 6.3.3 and Section 6.4.3*****

All providers participating in the Subsidy Program must either be licensed or “registered”. Registered providers who are exempt from licensure, (i.e., in-home providers, relative out-of-home providers, faith-based centers, programs operating less than 4 hours per day, and certain programs operated by another State agency), must also complete a health and safety self-certification form which is to be posted in the facility. The form includes, but is not limited to, certification of conformity with the following:

- **All children in care are up-to-date with immunizations in accordance with the Alabama Department of Public Health;**
- **Procedures are being followed to prevent and/or control infectious diseases;**
- **The facility is free of hazardous conditions;**
- **The facility participates in health and safety training appropriate to the provider setting; and**
- **For facilities providing care for 13 or more children, documentation that appropriate fire and health agencies have been notified.**

In addition, parents choosing to place their children with a registered unlicensed provider will be given a parental child care checklist including, but not limited to, health and safety. The checklist is explained in detail during the resource and referral process and parents are encouraged to visit facilities and use the checklist in making their decisions for care. Before receiving care for

their children, parents will indicate in writing that they choose to place their child/ren in a specific facility. Training is available to parents and/or providers in matters of health and safety as well as other types of training.

6.5 Exemptions to Health and Safety Requirements

At Lead Agency option, the following relatives: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care) may be exempted from health and safety requirements. (658P(4)(B), §98.41(a)(1)(ii)(A))
Indicate the Lead Agency's policy regarding these relative providers:

- ☐ **All** relative providers are subject to the same requirements as described in sections 6.1 - 6.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☒ **All** relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to different health and safety requirements from those described in sections 6.1 - 6.4. The following describes those requirements and identifies the relatives they apply to:

6.6 Enforcement of Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how health and safety requirements are effectively enforced:

- Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?
☒ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:

Licensed family day/night care, licensed group day/night care, and licensed center providers are subject to routine monitoring visits as set out in the respective Minimum Standards. The Department is authorized to conduct monitoring visits at licensure renewal, for complaint investigations, and as often as needed to enforce licensing requirements. Monitoring visits are “to evaluate and investigate operations and services, to review records, and to provide consultative services to assure the continued well-being of the children in care, to assure the maintenance of prescribed Minimum Standards and to assure the achievement of programs related to the care of children being served”. With the exception of consultative services, visits are unannounced.

☐ No.

- Are child care providers subject to background checks?

☒ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

Criminal history background checks are required prior to licensing for the owner/licensee of a facility. Checks for new employees must be submitted within five (5) days. Checks are required for licensed centers and homes (family and group). Criminal background checks are required for all providers participating in the Child Care Subsidy Program.

☐ No.

- Does the State require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☒ Yes. If yes, **describe** the State's reporting requirements and how such injuries are tracked (if applicable):

Serious injuries must be reported to the Department with 24 hours of the occurrence. A written form documenting the injury must be filed with the Department within five (5) days. Injuries are tracked through a database in cooperation with the Alabama Department of Public Health.

☐ No.

- Other methods used to ensure that health and safety requirements are effectively enforced:

6.7 Exemptions from Immunization Requirements

The State assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the State public health agency. (§98.41(a)(1))

The State exempts the following children from immunization (check all that apply):

- ☒ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☒ Children who receive care in their own homes.

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- ☒ Children whose parents object to immunization on religious grounds.
- ☒ Children whose medical condition contraindicates immunization.

PART 7
HEALTH AND SAFETY REQUIREMENTS IN THE TERRITORIES

(Only the Territories complete Part 7)

7.1 Health and Safety Requirements for Center-Based Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all center-based care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.2 Health and Safety Requirements for Group Home Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all group home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.3 Health and Safety Requirements for Family Providers in the Territories
(658E(c)(2)(F), §98.41(a), §98.16(j))

For all family child care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety
- Health and safety training

7.4 Health and Safety Requirements for In-Home Providers in the Territories

(658E(c)(2)(F), §98.41(a), §98.16(j))

For all in-home care, the following health and safety requirements apply to child care services provided under the CCDF for:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

7.5 Exemptions to Territorial Health and Safety Requirements

At Lead Agency option, the following relatives may be exempted from health and safety requirements: grandparents, great grandparents, aunts, uncles, or siblings (who live in a separate residence from the child in care). (658P(4)(B), §98.41(a)(1)(ii)(A)). Indicate the Lead Agency's policy regarding these relative providers:

- ☐ All relative providers are subject to the same requirements as described in sections 7.1 - 7.4 above, as appropriate; there are **no exemptions** for relatives or different requirements for them.
- ☐ All relative providers are **exempt** from all health and safety requirements.
- ☐ **Some or all** relative providers are subject to **different** health and safety requirements from those described in sections 7.1 - 7.4 and the following describes those different requirements and the relatives they apply to:

7.6 Enforcement of Territorial Health and Safety Requirements

Each Lead Agency is required to certify that procedures are in effect to ensure that child care providers of services for which assistance is provided comply with all applicable health and safety requirements. (658E(c)(2)(E), §§98.40(a)(2), 98.41(d)) The following is a description of how Territorial health and safety requirements are effectively enforced:

Are child care providers subject to routine unannounced visits (i.e., not specifically for the purpose of complaint investigation or issuance/renewal of a license)?

☐ Yes. If yes, **indicate** which providers are subject to routine unannounced visits and the frequency of those visits:

☐ No.

Are child care providers subject to background checks?

☐ Yes. If yes, **indicate** which types of providers are subject to background checks and when such checks are conducted:

☐ No.

Does the Territory require that child care providers report serious injuries that occur while a child is in care? (Serious injuries are defined as injuries requiring medical treatment by a doctor, nurse, dentist, or other medical professional.)

☐ Yes. If yes, **describe** the Territory's reporting requirements and how such injuries are tracked (if applicable):

☐ No.

Other methods used to ensure that health and safety requirements are effectively enforced:

7.7 Exemptions from Territorial Immunization Requirements

The Territory assures that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendations for childhood immunizations of the Territorial public health agency. (§98.41(a)(1))

The Territory exempts the following children from immunization (check all that apply):

- ☐ Children who are cared for by relatives (defined as grandparents, great grandparents, siblings (if living in a separate residence), aunts and uncles).
- ☐ Children who receive care in their own homes.
- ☐ Children whose parents object to immunization on religious grounds.
- ☐ Children whose medical condition contraindicates immunization.

APPENDIX 1
PROGRAM ASSURANCES AND CERTIFICATIONS

The Lead Agency, named in Part 1 of this Plan, assures that:

- (1) upon approval, it will have in effect a program that complies with the provisions of the Plan printed herein, and is administered in accordance with the Child Care and Development Block Grant Act of 1990 as amended, Section 418 of the Social Security Act, and all other applicable Federal laws and regulations. (658D(b), 658E(a))
- (2) the parent(s) of each eligible child within the State who receives or is offered child care services for which financial assistance is provided is given the option either to enroll such child with a child care provider that has a grant or contract for the provision of the service; or to receive a child care certificate. (658E(c)(2)(A)(i))
- (3) in cases in which the parent(s) elects to enroll the child with a provider that has a grant or contract with the Lead Agency, the child will be enrolled with the eligible provider selected by the parent to the maximum extent practicable. (658E(c)(2)(A)(ii))
- (4) the child care certificate offered to parents shall be of a value commensurate with the subsidy value of child care services provided under a grant or contract. (658E(c)(2)(A)(iii))
- (5) with respect to State and local regulatory requirements, health and safety requirements, payment rates, and registration requirements, State or local rules, procedures or other requirements promulgated for the purpose of the Child Care and Development Fund will not significantly restrict parental choice among categories of care or types of providers. (658E(c)(2)(A), §98.15(p), §98.30(g), §98.40(b)(2), §98.41(b), §98.43(c), §98.45(d))
- (6) that children receiving services under the CCDF are age-appropriately immunized, and that the health and safety provisions regarding immunizations incorporate (by reference or otherwise) the latest recommendation for childhood immunizations of the State public health agency. (§98.41(a)(1))
- (7) that CCDF Discretionary funds are used to supplement, not supplant, State general revenue funds for child care assistance for low-income families. (P.L. 109-149)

The Lead Agency also certifies that:

- (1) it has procedures in place to ensure that providers of child care services for which assistance is provided under the Child Care and Development Fund afford parents unlimited access to their children and to the providers caring for their children during the normal hours of operations and whenever such children are in the care of such providers. (658E(c)(2)(B))
- (2) it maintains a record of substantiated parental complaints and makes information regarding such complaints available to the public on request. (658E(c)(2)(C))

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- (3) it will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices. (658E(c)(2)(D))
- (4) it has in effect licensing requirements applicable to child care services provided in the State. (658E(c)(2)(E))
- (5) there are in effect within the State (or other area served by the Lead Agency), under State or local law, requirements designed to protect the health and safety of children; these requirements are applicable to child care providers that provide services for which assistance is made available under the Child Care and Development Fund. (658E(c)(2)(E))
- (6) procedures are in effect to ensure that child care providers of services for which assistance is provided under the Child Care and Development Fund comply with all applicable State or local health and safety requirements. (658E(c)(2)(G))
- (7) payment rates under the Child Care and Development Fund for the provision of child care services are sufficient to ensure equal access for eligible children to comparable child care services in the State or sub-State area that are provided to children whose parents are not eligible to receive assistance under this program or under any other Federal or State child care assistance programs. (658E(c)(4)(A))

APPENDIX 2 ELIGIBILITY AND PRIORITY TERMINOLOGY

For purposes of determining eligibility and priority for CCDF-funded child care services, lead agencies must **define** the following *italicized* terms. (658P, 658E(c)(3)(B))

- *attending* (a job training or educational program; include minimum hours if applicable) - **Enrolled in, attending and satisfactorily participating in a job training or educational program, either alone or in combination with gainful employment, for a minimum average of 15 hours or more per week. TANF recipients may have additional requirements, as detailed in the TANF State plan.**
- *in loco parentis* - **Means exclusively adult relatives without legal custody or guardianship of the child; Foster parents of a child in the legal custody of the Department; and adults with whom the Department places a child for Protective Service reasons.**
- *job training and educational program* - **Includes but is not limited to: A non-academic vocational, trade, or technical training program lasting no more than twenty-four (24) calendar months from the parent's initial enrollment into the program, and which results in the parent: 1) receiving a certificate of completion, degree or diploma; and 2) possessing, without additional study, a marketable employment skill in a particular vocation or trade, for example, barbering, plumbing, electrician, secretarial, etc. This definition also includes satisfactory participation in a Trade Retraining Act program in the event of a lay-off or plant closure, GED programs and, for parents who have already completed the first two years of a four-year college degree program (attained Junior status), the last two years of the four-year degree program. TANF recipients may have additional requirements or limitations, as detailed in the TANF State Plan.**
- *physical or mental incapacity* (if the Lead Agency provides such services to children age 13 and older) - **Incapacity (or incapacitated) means a physical or mental condition which, based on the conclusions of a licensed physician, psychiatrist or psychologist, renders a parent incapable of providing adequate care for a child or, in the case of a child, incapable of caring for himself or herself. (Receipt of VA disability or SSI does not in and of itself constitute incapacity.)**
- *protective services* - **Services provided by the Department to, or on behalf of, children in response to reports of alleged abuse, neglect or exploitation. For purposes of the Child Care Subsidy Program, children in Foster Care are considered to be in protective services.**
- *residing with* - **Eligible children must live in the home with a parent, as defined at 45 CFR Part 98, Section 98.2 (Definitions).**
- *special needs child* - **A child who is receiving protective services or foster care services from the Department, and who has been determined by the Department to need child care services.**

- *very low income* – **For priority status families participating in the TANF JOBS program. All families with income at or below 30% of the poverty level or with income less than or equal to the applicable TANF benefit plus \$50 are not required to pay a fee.**
- *working* (include minimum hours if applicable) - **Gainful employment for a minimum average of 15 hours per week, either alone or in combination with a job training or educational program, in any legally operating place of business from which the parent receives wages, salaries, commissions and tips equal to, or greater than, the federal minimum wage.**

Additional terminology related to conditions of eligibility or priority established by the Lead Agency:

- *Transitional Child Care* – **Child care services provided to current or former TANF recipients who are either gainfully employed at the point TANF assistance is terminated or who obtain gainful employment within six months of said termination.**
- *Minor Parent* - **An individual, regardless of marital status, who is under the age of 18 or is age 18, if the individual remains in high school or a GED program, and who is the natural parent of a dependent child. This classification is strictly for purposes of priority to assist minor parents in completing their high school education.**
- *At Risk* - **Clients who without receiving child care services, are at risk of losing their employment and having to rely on TANF assistance.**

ATTACHMENT 1.5

CHILD CARE MANAGEMENT AGENCIES

<u>Name</u>	<u>Type Agency</u>
CMA OF NORTH CENTRAL ALABAMA Huntsville Region Mary Lynn Carlton, Executive Director	<i>Community/Non-profit</i> <i>Non-governmental</i>
FAMILY GUIDANCE CENTER OF ALABAMA Montgomery Region and Dothan Region Jeanne Sellers, CCM Division Director	<i>Community/Non-profit</i> <i>Non-governmental</i>
CHILD CARE RESOURCE CENTER, INC. Opelika Region Carlyn Tucker-Simmons, Executive Director	<i>Community/Non-profit</i> <i>Non-governmental</i>
UNIVERSITY OF ALABAMA CHILD DEVELOPMENT RESOURCES Tuscaloosa Region Sally Edwards, Director	<i>Non-TANF State Agency</i>
CHILDCARE RESOURCE NETWORK Ft. Payne Region Mary S. Davis, Executive Director	<i>Community/Non-profit</i> <i>Non-governmental</i>
TALLADEGA CLAY RANDOLPH CHILD CARE CORP. Talladega Region, Birmingham Region and Mobile Region Rita Brantley, Executive Director	<i>Community/Non-profit</i> <i>Non-governmental</i>

ATTACHMENT 2.1.1

Emergency Welfare Services Disaster Response Plan

The Emergency Welfare Services Disaster Response Plan is available on the Department of Human Resources website at www.dhr.alabama.gov.

ATTACHMENT 2.2

Summary of Comments from Public Hearing

The public hearing for the State Plan was held on May 23, 2007 in the Auditorium of the Gordon Persons Building. Most comments spoke to issues related to the provider reimbursement rate, child/staff ratios and exempt from licensure providers that participate in the Subsidy Program.

There were several comments requesting increased funding to provide services to more children. One comment questioned how parents, who are not able to access care, find and afford care for their children.

One comment requested that reimbursement rates increase by 20% starting October 1, 2007.

Commenter wanted to know why percentile varied across regions.

There were comments that reimbursements paid to child care providers had remained “essentially” unchanged since 2003. Comments included remarks that current reimbursement rates make it difficult for child care facilities to stay in business

Several comments objected to the Department reimbursement of legally operating, exempt from licensure providers who provide care for children eligible for the Child Care Subsidy Program. It was requested that the state eliminate the exemption from licensure allowed some child care providers.

One comment addressed the Plans wording for what programs qualify for exemption from licensure. It was commented that the wording is too broad and suggested that the wording be changed to “preschool programs which are an integral part of a local church ministry or a religious nonprofit elementary school, and are so recognized in the church or school’s documents”.

Some comments spoke to a perceived increase in the number of exempt from licensure facilities and suggested that these facilities charge lower rates. Participants wanted to know what provisions would be made for these facilities in determining reimbursement rates.

ATTACHMENT 3.1.1

Policy Manual

Policy Manual is available for review at any local Child Care Management Agency (CMA) or contact the Child Care Services Division at 334 242-1425 (or toll-free at 866-528-1694).

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ATTACHMENT 3.2A

Maximum Reimbursement Rates

Regions	Center Full Infant/Toddler	Center Full Preschool	Center Full School	GFDC Full Infant/Toddler	GFDC Full Preschool	GFDC Full School	FDC Full Infant/Toddler	FDC Full Preschool	FDC Full School
Huntsville	\$93.00	\$84.00	\$77.00	\$93.00	\$86.00	\$75.00	\$91.00	\$86.00	\$78.00
Mobile	\$94.00	\$82.00	\$80.00	\$78.00	\$73.00	\$72.00	\$78.00	\$77.00	\$73.00
Birmingham	\$105.00	\$99.00	\$83.00	\$90.00	\$79.00	\$79.00	\$85.00	\$78.00	\$75.00
Montgomery	\$95.00	\$83.00	\$79.00	\$74.00	\$72.00	\$66.00	\$74.00	\$72.00	\$66.00
Opelika	\$82.00	\$76.00	\$72.00	\$68.00	\$66.00	\$64.00	\$70.00	\$70.00	\$65.00
Tuscaloosa	\$79.00	\$77.00	\$74.00	\$64.00	\$63.00	\$63.00	\$66.00	\$63.00	\$63.00
Ft. Payne	\$72.00	\$69.00	\$65.00	\$67.00	\$65.00	\$64.00	\$63.00	\$60.00	\$60.00
Talladega	\$73.00	\$70.00	\$70.00	\$67.00	\$65.00	\$65.00	\$63.00	\$60.00	\$59.00
Dothan	\$75.00	\$73.00	\$69.00	\$63.00	\$63.00	\$65.00	\$64.00	\$63.00	\$61.00

NOTE: Maximum part-time rates will not exceed 50% of the above rates. Maximum informal rates (in-home and relative out-of-home care) will not exceed \$35 per week.

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ATTACHMENT 3.2B
Summary of Market Rate Survey Results

Regions	Center Infant/Toddler 0 – 2 ½	Center Pre-school 2 ½ - 5	Center School	GFDC Infant/Toddler 0 – 2 ½	GFDC Pre-school 2 ½ - 5	GFDC School	FDC Infant/Toddler 0 – 2 ½	FDC Pre-school 2 ½ - 5	FDC School
01 Huntsville									
Average Market Rate	106	96	91	108	101	90	106	101	93
Rate 10/01/07	93	84	77	93	86	75	91	86	78
02 Mobile									
Average Market Rate	109	97	92	87	85	84	93	88	83
Rate 10/01/07	94	82	80	76	73	72	78	77	73
03 Birmingham									
Average Market Rate	116	107	98	105	94	90	100	93	88
Rate 10/01/07	105	99	83	90	79	79	85	78	75
04 Montgomery									
Average Market Rate	110	96	89	81	81	79	89	87	81
Rate 10/01/07	95	83	79	69	69	64	74	72	66
05 Opelika									
Average Market Rate	97	91	86	77	75	73	83	81	79
Rate 10/01/07	82	76	72	64	64	61	70	70	65
06 Tuscaloosa									
Average Market Rate	94	90	83	72	71	70	76	76	74
Rate 10/01/07	79	77	74	64	63	63	66	63	63
07 Ft Payne									
Average Market Rate	86	80	74	73	70	70	72	68	66
Rate 10/01/07	72	69	65	67	65	64	63	60	60
08 Talladega									
Average Market Rate	84	80	77	75	74	74	75	72	67
Rate 10/01/07	73	70	70	67	65	65	63	60	59
09 Dothan									
Average Market Rate	85	79	74	74	71	70	74	73	69
Rate 10/01/07	75	73	69	63	63	65	64	63	61

Legend

GFDC = Group Family Day Care

FDC = Family Day Care

ATTACHMENT 3.2B (continued)

Summary of Market Rate Survey Results

The 2007 Market Rate Survey was conducted by Auburn University Montgomery, Office of University Outreach (Centers for Government and Public Affairs and Demographic Research). The Market Rate surveys were mailed on May 15, 2007 and were to be returned by June 8, 2007. Surveys were mailed to 3,417 providers. Included with the survey document was a cover letter signed by the Commissioner of the Department of Human Resources with instructions for completing the form. Contact information for child care providers was obtained from the Office of Child Care Licensing database of licensed and church exempt centers, Child Care Subsidy Program resource and referral database of family and group day care homes and other (non faith based) exempt from licensure centers. The Department asked Child Care Management Agencies, Quality Enhancement Agencies, and State and County Department licensing staff to encourage providers to return surveys.

Completed Surveys were returned by 1,438 providers. The market rate data provided results from 42% of the licensed and legally operating day care providers in the state. The data was cross tabulated by type of provider (Centers, Group Family Day Care Home, and Family Day Care Homes), by care level (Infant/Toddler, Preschool, School age), and by CMA region. There are currently nine (9) Child Care Management Agency regions in the state. Each region serves from 5 to 13 counties.

<u>Surveys Mailed</u>	<u>Surveys Returned</u>
Licensed Centers - 1254	613
All Exempt Centers* – 1113	463
Family Day Care Homes – 692	224
Group Day Care Homes – 358	137

*Exempt centers include facilities operating less than four (4) hours per day, faith-based centers, centers operated by state or local government, military centers and centers operated by educational institutions.

ATTACHMENT 3.2B (continued)
Alabama Department of Human Resources
CHILD CARE MARKET RATE SURVEY
May 15, 2007

Please print clearly in ink.

Name of Center or Home _____
Address of Center or Home _____
City _____
Zip _____ County _____
Telephone Number for Center or Home _____ (_____) _____
E-Mail Address _____

1. Check the appropriate category for your child care program. *Check one category only.*

Licensed Facilities

_____ (1) Day Care Center
_____ (2) Church Affiliated Day Care Center
_____ (3) Family Day Care Home
_____ (4) Group Day Care Home
_____ (5) tribally Licensed Center
_____ (6) Other _____

Exempt Facilities

_____ (7) Church Affiliated Day Care Center
_____ (8) Mother's Day Out Program
_____ (9) YWCA/YMCA
_____ (10) Boys and Girls Club
_____ (11) Governmental Facility (Military)
_____ (12) Educational Facility (Public or Private School)
_____ (13) Other _____

2. Indicate *either* the **weekly or monthly rate (whichever is applicable) you **publish and charge** the general **public** for child care based on the following age groups. NOTE: The full time rate for school age and older refers to the rate charged for full week care provided during summer and school holidays.**

Age Group	Full Time Weekly Rate	or	Full-Time Monthly Rate
a) Birth up to 2 ½ years	\$ _____		\$ _____
b) 2 ½ years up to 5 years	\$ _____		\$ _____
c) School age and older	\$ _____		\$ _____

3.a. Do you serve children whose fees are paid **fully or partially through the Child Care Subsidy Program?**
Yes _____ No _____

3.b. If you answered yes to question 3a, are fees for at least half (50%) of the children you currently serve being paid **fully or partially through the Child Care Subsidy Program? Yes _____ No _____**

Signature of person completing survey _____

Print Name _____

Thank you for completing this survey!
Return this survey in the enclosed stamped envelope by June 8, 2007.

If you have questions regarding the survey, please call Maria Dacus or Clementine McGinnis at (334) 242-1425, Alabama Department of Human Resources, Child Care Services Division.

ATTACHMENT 3.3.2

Countable Income

The following income is considered in determining whether a family is financially eligible for services and for establishing the applicable parental fee:

1. **Wages, salaries and tips:** Gross earnings of all family members received for work performed as an employee, including wages, salaries, commissions, tips, and cash bonuses earned, **before deductions** are made for taxes, bonds, pensions, union dues, and similar purposes.
2. **Income from self-employment:** Gross receipts, including the value of all goods sold and services rendered, from one's own business, professional enterprise, or partnership, less a standard business expense deduction of 40% (rounded to the nearest dollar) to cover the cost of operating the business.
3. **College Work Study;**
4. **Social Security:** Social Security benefits and survivors' benefits, and permanent disability insurance payments made by the Social Security Administration prior to deductions for medical insurance and railroad retirement insurance checks from the U.S. Government.
5. **Supplemental Security Income (SSI);**
6. **Dividends and interest income** (on savings or bonds) from estates or trusts, net rental income or royalties include dividends from stockholdings or membership in associations, interest on savings or bonds, periodic receipts from estates or trust funds, net income from rental of a house, store, or other property to others, receipts from boarders or lodgers, and net royalties.
7. **Family Assistance (FA);**
8. **Pensions and annuities** include pensions or retirement benefits paid to a retired person or his survivors by a former employer or by a union, either directly or through an insurance company, periodic receipts from annuities or insurance.
9. **Unemployment compensation** received from government unemployment insurance agencies or private companies during periods of unemployment and any strike benefits received from union funds.
10. **Compensation received periodically from private or public insurance companies** for injuries incurred at work (the cost of this insurance must have been paid by the employer and not by the person);
11. **Alimony;**
12. **Child Support;**

13. Veterans' pension, includes money paid periodically by the Veterans Administration to disabled members of the Armed Forces or to survivors of deceased veterans, subsistence allowances paid to veterans for education and on-the-job training, as well as so-called "refunds" paid to ex-servicemen as GI insurance premiums.

14. Educational stipends, grants and scholarships available for living expenses (full amount less the amount designated for tuition and books).

Income not specifically identified in this section must **not be considered** for purposes of determining eligibility or in calculating parental fees.

ALABAMA STATE PLAN FOR CCDF SERVICES
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ATTACHMENT 3.5.1

Parental Fee Chart

Weekly Fee:	\$5.00	\$7.50	\$10.00	\$12.50	\$15.00	\$17.50	\$20.00
Family Size	Initial Eligibility Monthly Income Scale						
2	342 – 722	723 – 840	841 – 956	957 – 1071	1072 – 1189	1190 – 1305	1306 – 1483
3	429 – 949	950 – 1115	1116 – 1269	1270 – 1423	1424 – 1577	1578 – 1731	1732 – 1860
4	516 – 1098	1099 – 1284	1285 – 1462	1463 – 1640	1641 – 1818	1819 – 1995	1996 – 2237
5	603 – 1296	1297 – 1504	1505 – 1713	1714 – 1922	1923 – 2129	2130 – 2338	2339 – 2614
6	690 – 1488	1489 – 1728	1729 – 1967	1968 – 2207	2208 – 2445	2446 – 2684	2685 – 2991
7	777 – 1680	1681 – 1952	1953 – 2223	2224 – 2496	2497 – 2766	2767 – 3038	3039 – 3368
>=8	864 – 1873	1873 – 2175	2176 – 2478	2479 – 2781	2782 – 3082	3083 – 3385	3386 – 3745

NOTE: Families with income below the amount shown in the \$5.00 column are NOT required to pay a fee. Families with more than one child in care pay one-half the applicable fee for each sibling in care.

Weekly Fee:	\$27.50	\$35.00	\$42.50	\$50.00	\$57.50	\$65.00	\$72.50
Family Size	Continuing Eligibility Monthly Income Scale						
2	1484 – 1529	1530 – 1638	1638 – 1747	1748 – 1856	1857 – 1963	1964 – 2107	2108 – 2282
3	1861 – 1936	1937 – 2074	2075 – 2212	2213 – 2351	2352 – 2487	2488 – 2626	2627 – 2862
4	2238 – 2346	2347 – 2513	2514 – 2681	2682 – 2848	2849 – 3017	3018 – 3183	3184 – 3442
5	2615 – 2753	2754 – 2949	2950 – 3147	3148 – 3345	3346 – 3541	3542 – 3740	3741 – 4022
6	2992 – 3160	3161 – 3387	3388 – 3614	3615 – 3841	3842 – 4067	4068 – 4294	4295 – 4602
7	3369 – 3571	3572 – 3826	3827 – 4082	4083 – 4335	4336 – 4592	4593 – 4847	4848 – 5182
>=8	3746 – 3958	3959 – 4242	4243 – 4526	4527 – 4809	4810 – 5092	5093 – 5376	5377 – 5762

ATTACHMENT 4.1.1

Child Care Assistance Application

Applications for Child Care Assistance are available by contacting the local Child Care Management Agency (CMA). Applications are also available on the Department of Human Resources web site at www.dhr.alabama.gov. Applications downloaded from the web site must be submitted to the local Child Care Management Agency.

ATTACHMENT 5.1.3

QUALITY ENHANCEMENT AGENCIES

<u>Name</u>	<u>Type Agency</u>
ALABAMA DEPARTMENT OF PUBLIC HEALTH Healthy Child Care Alabama Sharis LeMay, Program Director	<i>Non-TANF State Agency</i>
AUBURN UNIVERSITY Family Child Care Partnerships Project Dr. Ellen Abell, Program Director	<i>Non-TANF State Agency</i>
UNITED CEREBRAL PALSY OF HUNTSVILLE AND THE TENNESSEE VALLEY Child Care Enhancement with a Purpose Carol McGuire, Program Director	<i>Community/Non-profit Non-Governmental</i>
ALABAMA PUBLIC TELEVISION Ready to Learn Eileen Griffin, Program Director	<i>Non-TANF State Agency</i>
ALABAMA DEPARTMENT OF POSTSECONDARY EDUCATION Leadership in Child Care Scholarship Sacha Smith	<i>Non-TANF State Agency</i>
NORTHWEST-SHOALS COMMUNITY COLLEGE Dianne Pace, Program Director	<i>Non-TANF State Agency</i>
ALABAMA DEPARTMENT OF EDUCATION Extended Day / Extended Year Bob Ritchey, Program Director	<i>Non-TANF State Agency</i>
ALABAMA PARTNERSHIP FOR CHILDREN TEACH Early Childhood Alabama Michelle Raybon, Program Director	<i>Community/Non-profit Non-Governmental</i>
CHILDCARE EDUCATION RESOURCES Huntsville Region Richardson Hardison, Executive Director	<i>Community/Non-profit Non-Governmental</i>

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FAMILY GUIDANCE CENTER OF ALABAMA
Montgomery Region and Dothan Region
Kids and Kin Relative Child Care Program
Jeanne Sellers, CCM Division Director

Community/Non-profit
Non-Governmental

GRCMA EARLY CHILDHOOD DIRECTION
Mobile Region
Wendy McEarchern, Executive Director

Community/Non-profit
Non-Governmental

CHILDCARE RESOURCES
Birmingham Region
Margie Curry, Executive Director

Community/Non-profit
Non-Governmental

CHILD CARE RESOURCE CENTER, INC.
Opelika Region
Carlyn Tucker-Simmons, Executive Director

Community/Non-profit
Non-Governmental

CHILD DEVELOPMENT RESOURCES
Tuscaloosa Region
Sally Edwards, Director

Non-TANF State Agency
Non-Governmental

CHILDCARE RESOURCE NETWORK
Ft. Payne Region
Mary S. Davis, Executive Director

Community/Non-profit
Non-Governmental

TALLADEGA CLAY RANDOLPH CHILD CARE CORP.
Talladega Region
Rita Brantley, Executive Director

Community/Non-profit
Non-Governmental

ATTACHMENT 5.2.1

Early Learning Guidelines

The Alabama Early Learning Guidelines is available for review by contacting the Child Care Services Division at 334 242-1425 (or toll-free at 866-528-1694).

ATTACHMENT 5.2.3

Alabama Early Learning Guidelines Training Committee

Ms. Rose Winkler
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Ms. Belinda Paul
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ATTACHMENT 5.2.3 (continued)

Alabama Early Learning Guidelines Training Committee

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ATTACHMENT 5.2.5

Alabama Child Care and Education Professional Development System *“For those caring for and teaching children from birth through 12 years”*

VISION: *To provide a path to support and advance the best practices of those who care for and teach children from birth through 12 years*

TARGET GROUPS: Licensed and Exempt from Licensing

- 1) Relative care providers: related by blood, marriage, or adoption: grandparent, brother, sister, stepparent, stepbrother, stepsister, half-brother, half-sister, uncle or aunt, and their spouses
- 2) Licensed center staff: director, assistant director, teachers, support staff
- 3) Family and group home providers and group home provider assistants
- 4) Exempt providers:
 - Churches
 - State agency program
 - University/College program
 - Tribal program
 - Federal/Military program
- 5) Head Start/Early Head Start coordinators, directors, teachers, family service workers, and support staff
- 6) Special Education Services staff:
 - Special Education teachers
 - Service Coordinators
- 7) Pre-K teachers and assistants:
 - State Pre-K
 - Public Schools
 - Private Schools
 - Head Start
 - Child Care Providers – Licensed and Exempt
- 8) Part-Time Program Staff – Part Day and Part Year (Before and After school, Holiday, Summer, and Half-Day):
 - Y’s
 - Boys & Girls Clubs
 - Mother’s Day Out
- 9) Non-Traditional Caregivers:
 - Nannies
 - Respite Caregivers
 - Home School

ATTACHMENT 5.2.5(Continued)

Alabama Professional Development Team Work Groups
With Quality Contractors and Head Start Representatives

Access and Outreach

Emily Cumbie – Office of School Readiness (OSR) – *Work Group Leader*
Anita Humphrey – Alabama Head Start Association
Clementine McGinnis – DHR Child Care Services – *Work Group Co-Leader*
Mary Louise Murdock – Center Child Care Provider
Huey-Ling Lin / Jessica Platt – Alabama State University (ASU)
Charlotte Smith – Early Intervention (EI)
State Department of Education (SDE)
Shirley Byrd – Family Child Care Partnerships/Auburn University
Alissa Bitner – Childcare Resources
Melissa Bridges – Child Development Resources
Carl Brown – Head Start Technical Assistance Center
Nancy Kalifeh – GRCMA Early Childhood Directions
Mary Jo Gibbs – Family Guidance Center

Core Professional Knowledge

Josie Barker - DHR Child Care Services – *Work Group Co-Leader*
Kathi Bush – Jefferson State Community College
Jennifer Carroll – AAYC (Alabama Association for Young Children)
Danielle Golston – Office of School Readiness (OSR)
Martha Gookin – Poarch Creek Indians
Linda Hampton – Head Start Collaboration Office – *Work Group Leader*
Robin Mears – Alabama Christian Education Association (ACEA)
State Department of Education (SDE)
Charlotte Smith – Early Intervention (EI)
Judy Davidson – Childcare Resource Network
Susan Fordham – Child Care Resource Center
Allison Goff – GRCMA Early Childhood Directions
Angela Kimbrell – Childcare Education Resources
Wendy McEarchern – GRCMA Early Childhood Directions
Niki McKinney – Alabama Public Television
Ellaine Miller – Family Child Care Partnerships/Auburn University
Dianne Pace – Northwest-Shoals Community College

Funding

Jeanetta Green – DHR Child Care Services – *Work Group Leader*
Lillie Hood – Family Child Care Provider
Tonita Phipps – Morgan County DHR Director – *Work Group Co-Leader*
Susan Price – Alabama Department of Postsecondary Education (DPE)
Karen Sharpe – AALECE (Alabama Association of Licensed Early Care and Education)
Grant Cockrell – Child Care Central
Margie Curry – Childcare Resources
Mary Davis – Childcare Resource Network
Michelle Raybon – Alabama Partnership for Children

Qualifications and Credentials

Deborah Dickerson Chatman – Cheaha Regional Head Start
Deborah Gamble – DHR Child Care Services – *Work Group Co-Leader*
Anita Humphrey – Alabama Head Start Association
Nancy Lacey – Alabama Commission on Higher Education (ACHE) – *Work Group Leader*
Mary Louise Murdock – Center Child Care Provider
Tonita Phipps – Morgan County DHR Director
Trellis Smith – Office of School Readiness (OSR)
Debbie Thomas – DHR Child Care Services
Deborah A. Thomas – FOCAL (Federation of Child Care Centers of Alabama)
Dianne Wright – DHR Child Care Services
Richard Hardison – Childcare Education Resources
Joyce Hutchins – Cheaha Regional Head Start
Ellaine Miller – Family Child Care Partnerships/Auburn University
Kelly Mumper – Child Care Central
Rose Winkler – Family Guidance Center

Quality Assurances

Gloria Higgins – DHR Child Care Services – *Work Group Co-Leader*
Cathy Jones – Special Education Services/State Department of Education (SDE)
Charlett Melton – CAPNA Head Start
Mary Louise Murdock – Center Child Care Provider – *Work Group Leader*
Jessica Platt – Alabama State University (ASU)
Kim Smith – CAPNA Head Start
Trellis Smith – Office of School Readiness (OSR)
Deborah A. Thomas – FOCAL (Federation of Child Care Centers of Alabama)
Stephanie Eger – UCP of Huntsville and Tennessee Valley
Melissa Bridges – Child Development Resources
Eileen Griffin – Alabama Public Television
Cindy Kelly – Family Child Care Partnerships/Auburn University
Sharis LeMay – Alabama Department of Public Health
Carol McGuire – UCP of Huntsville and Tennessee Valley
Tiffany Pouncey – Childcare Resources
Carol Samuel – Child Care Resource Center
Jeanne Sellers – Family Guidance Center